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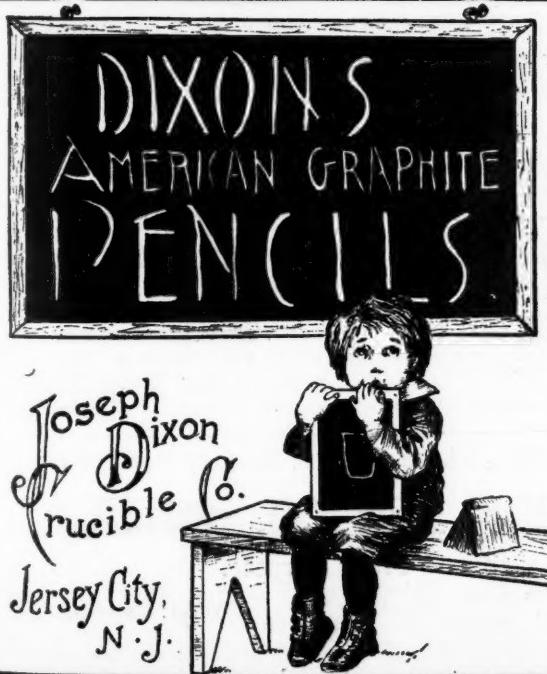
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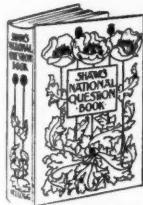
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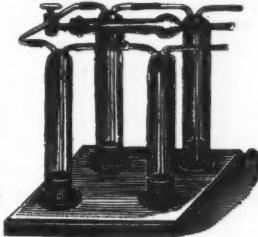
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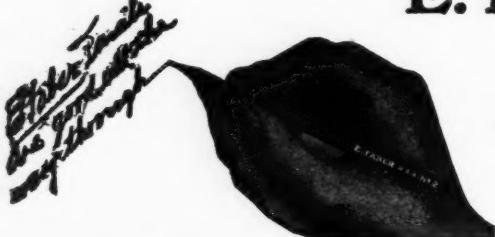
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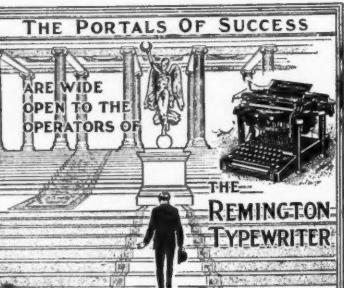
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For the Week Ending October 18.

No. 14

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What Shall Be the Education of the People?

With Special Reference to the Problem in the South.

By President Charles W. Dabney, of the University of Tennessee.

Nothing could be more erroneous than the common impression in the South that the public school is a Northern or New England invention. The fact is, that Thomas Jefferson was the first conspicuous advocate in this country of free education in common schools supported by local taxation as well as of state aid to higher institutions of learning. To him the school-house was the fountain-head of happiness, prosperity, and good government, and education was the "holy cause" to which he devoted the best thought and efforts of his life. According to Jefferson, the objects of the public school were:

1. To give to every citizen the information he needs for the transaction of his own business.
2. To enable him to calculate for himself, and to express and preserve his ideas, his contracts, and accounts in writing.
3. To improve, by reading, his morals and faculties.
4. To understand his duties to his neighbors and country, and to discharge, with competence, the functions confided to him by either.
5. To know his rights; to exercise, with order and justice, those he retains; to choose, with discretion, the fiduciary of those he delegates, and to notice their conduct with diligence, with candor, and judgment.
6. And in general, to observe, with intelligence and faithfulness, all the social relations under which he shall be placed.

Jefferson's educational plan, which he prepared for the state of Virginia, provided, first, "for elementary schools in every county, 'which will place every householder within three miles of a school; district schools, which will place every father within a day's ride of a college where he may dispose of his son; a university in a healthy and central situation.' In the elementary schools will be taught reading, writing, common arithmetic, and general notions of geography. In the second, ancient and modern languages, etc., mensuration and the elementary principles of navigation, and, in the third, all the useful sciences in their highest degree."

He laid off every county into districts five or six miles square, called "hundreds," the teacher to be supported by the people within that limit: every family to send their children free for three years, and as much longer as they pleased, provided they paid for it, these schools to be under the charge of "a visitor, who is annually to select the boy of the best genius in the school, whose parents are too poor to give him an education, and send him to a grammar school," of which twenty were to be erected in different parts of Virginia; "and of the boys in each grammar school the best is to be selected to be sent to the university, free of cost."

Where will you find a more complete or better system of public education than this? Jefferson succeeded in founding a state university, but an aristocratic organization of society rendered it impossible for even Jefferson to establish a complete system of public schools. Schools for poor children were established in Virginia, as in other Southern states, but she had no system of public schools, properly speaking, until the civil war had destroyed her old institutions and so prepared the way.

No one has stated better than Jefferson the argument

for public schools. The republic must have an educated citizenship or it will go down. And is it not as true today as it was in Jefferson's time? If an educated citizenship was needed to direct the confederation of thirteen little states how much more necessary is it to govern this vast continental republic, now a world-empire? It is still a new and audacious, yes, an awfully perilous thing we are attempting to do in America, to establish an ideal democracy in the midst of a world of monarchies, to call all men to the suffrage and make each a sovereign, to address the wild Indian, the ignorant negro, the mongrel Cuban, and the eighty different races of Filipinos as brethren; to establish a fair distribution of the good things of this world with equal chances for the children of the rich and the poor; to educate seventy-six millions at home and twenty odd millions abroad in the principles of a true democracy and in the religion of Jesus Christ—is not this a task to stagger any people?

Jefferson devoted the best portion of his life to the establishment of the University of Virginia, but he never advocated university education at the expense of the public schools. He labored for all forms of public education, but he evidently considered the common school the most important. He says in a letter to Cabell: "Were it necessary to give up either the primary or the university I would rather abandon the last, because it is safer to have a whole people respectably enlightened than a few in a high state of science and many in ignorance. This last is the most dangerous state in which a nation can be. All the nations and governments of Europe are proofs of it." Under his plan the state university was to be the head of the system of public education. It was to lay down the courses of study for the common schools and order the historical and other reading for the academies. The aristocratic attitude of the colleges of the day angered him, and he urged, in a letter to Cabell (November 28, 1820), that "the friends of this university (the University of Virginia) take the lead in proposing and effecting a practical scheme of elementary schools and assume the character of friends rather than opponents of that object." Jefferson taught that the chief duty of the state institution for higher education is the promotion of the interest of public schools of all grades. The state university or state college which is indifferent to the interest of the public schools, is a monstrosity that should not be tolerated for a single year.

The Father of Democracy believed in an educational qualification for the suffrage. Said he, "If a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be." Speaking of the new constitution of Spain in 1814, he said: "There is one provision which will immortalize its inventors. It is that which, after a certain epoch, disengages every citizen who cannot read and write. This is new and is the fruitful germ of the improvement of everything good and the correction of everything imperfect in the present constitution. This will give you

an enlightened people and an energetic public opinion, which will control and enchain the aristocratic spirit of the government."

Lincoln said: "No nation can be half slave and half free," which is just half a truth. The whole truth is, that no free republic can have half its voters ignorant and brutish and the other half educated and refined. Mississippi has learned the awful folly of the disfranchisement of a mass of ignorant people and has tasted of the bitterness of a policy which, we believe, Lincoln would have prevented had he lived, and has resolved that its voters, both blacks and whites, shall, in the future, have the opportunities for that education which shall make them safe guardians of our political and religious freedom. In the language of Jefferson again: "No other sure foundation can be devised for the preservation of freedom and happiness. . . . Preach a crusade against ignorance; establish and improve the law for educating the common people. Let our countrymen know that the people alone can protect us against the evils of misgovernment." Having established an educational qualification we must establish schools for all the people.

Our duty to the new time in the South is the duty of educating all the people. It is the task set by Jefferson for Virginia in 1779, only changed and made more urgent by the extension of suffrage to another race. This is the real Southern problem. How shall we educate and train the people? It is the problem of the whole country, in fact; How shall we educate all the people for intelligent citizenship, for complete living, and the true service of their God and fellow-men?

Our perception of public education has grown very greatly in these last years. It has grown in two ways: first, in content, and, secondly, in kind. This conception now includes every human being; we realize, now, that all must be educated—that every human being has a right to an education. God has a purpose in every soul He sends into the world. The poorest, most helpless infant, is not an accident, a few molecules of matter, merely, but a "plan of God," as Phillips Brooks has said, destined to do a definite work in the universe; it is a part of the divine plan of creation, and, as such, deserved to be trained for its work. This, it seems to me, is the fundamental argument for universal education—that every child has a right to a chance in life, because God made him and made him to do something.

Our conception of education has also grown in kind; it now includes all training which fits the man for better living and service. "That the man of God may be perfect, thoroughly furnished unto all good works," says St. Paul—not perfect for his own self-satisfaction, merely, but perfect for service; and not thoroughly furnished and equipped with every tool required for his work, merely for the purpose of completeness, as the king's palace is furnished, to be looked at, but thoroughly furnished unto *all good works*. The primary object of education is, perhaps, to make the man perfect, but the ultimate object is service. And not one kind of service, merely, as we used to think, or even a few kinds of service, like the four learned professions—law, medicine, teaching, and preaching—the only callings for educated boys in the old days, but *all good works*, all professions in life, are the ends of education.

All forms of service are equally honorable. Each profession demands the trained man. The aim of education is to discover what each person can do and to train him to do it.

So, also, we have come to realize at last that there is no aristocracy in education. There is no particular class to be educated, for education is for all. It is not a matter of higher education for one class and lower education for another. For, correctly speaking, there is no higher education and no lower education, except in order of time; in order of merit there is no primary

education and no secondary education; properly speaking, there is no scientific education, for all education should be scientific, and no technical education, for all education should be technical in the sense that it is applicable to the work of life. These terms only describe imaginary parts of our education, which are not scientifically different. We make too much of these terms. Let's take a broader view of the great subject and understand, once for all, that it is only *education*, training, the all-education of all, the education of all men to do all the work for which God made them.

Our mistake has been in supposing that each one was made of the same metal and could be molded in the same old mold of the classical curriculum. We are come now to know that there are as many molds as there are men; that each human soul is a unique monad—to be trained in accordance with the laws of his own being.

The harmonious and equitable evolution of man does not mean that every man must be educated just like his fellow. The harmony is within each individual. That community is most highly educated in which each individual has attained the maximum of his possibilities in the direction of his own peculiar talents and opportunities. This produces, not a Procrustean sameness, but an infinite diversity in purpose and potentiality. The perfect education is one which tunes every string on each human instrument. Each musical instrument must, they tell us, in order to develop the most perfect sounds, be tuned separately by a sympathetic spirit and a skillful hand. A nation of men and women, all perfectly educated, would be like a grand orchestra of such musical instruments, all perfectly tuned. There are hundreds of instruments and players, and yet each instrument can make its own peculiar music. All are necessary to produce the grand symphony. An orchestra made up entirely of like instruments would be no orchestra at all. So the life of each man and woman may be a melody, and whether it is the loud-pealing hymn of the cathedral organ, or the soft pleading of the Spanish lover's guitar as he sings his serenade, it makes little difference what instrument each one plays so he makes music in his life.

(To be continued.)

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President Butler's Compressed A. B. Course

Some Public Opinions Concerning It.

The Baccalaureate Standard.

The President of Columbia university, in his argument for reduction of the college course leading to the baccalaureate degree in his institution from four years to two, points out that there would still be a "standard of admission to our professional schools as high as the Columbia degree of Bachelor of Arts in 1860." That may be. But that argument is not in the least degree conclusive, unless, indeed, it be condemnatory of the proposed change. For it means, if it is true, that the proposed change would be reactionary and retrogressive. It means a lowering of the baccalaureate standard of the twentieth century to the standard of forty years ago. It means a relinquishment of the academic gains which have been made since 1860.

To-day every academic degree stands, or certainly is supposed to stand, for far more than it did in 1860. We should say, off-hand, that the graduate of 1860 would be put to it pretty strenuously to pass the entrance examinations of 1902. In some branches he could do so easily enough, but in some he certainly could not. There has been similar progress in our professional schools, M. D. and LL. B. and C. E. and other professional degrees mean far more now than they did then. It must be so, else our scientific progress and the lengthening of professional courses would be the most futile of farces. Surely, the advance that has been made should be maintained in respect to all degrees alike. There should be no retrogression anywhere along the line. Above all, there should be no falling back in respect to the baccalaureate degrees, which are really fundamental to all the rest. It is bad policy to weaken the foundation while increasing the size and weight of the superstructure.

It is coming to be the proud distinction of some university professional schools that they are on a post-graduate basis. In 1860 they took men who were not college graduates and made them graduates in medicine or law in a couple of years. Now they require them to be graduates, and keep them in the professional schools three or four years before graduating them. That is well; tho it is probably not desirable to set up the baccalaureate standard at all professional schools. But the only way in which that gain can anywhere be maintained at actual value is by keeping up the value of the baccalaureate degree, and by keeping up not only its actual but also its relative value. If that degree is made the intellectual matriculation fee to the professional schools, it matters greatly whether that fee is paid in honest coin at par or in depreciated coin at 50 per cent. discount. It may be an honorable distinction that a professional school requires a baccalaureate standard for matriculation. But it must be the baccalaureate standard of to-day, not that of 1860.

—New York Tribune.

Education Tabloids.

President Butler is confident that the student would gain rather than lose by the compression of the course into two years, inasmuch as more pains would be taken with him by his instructors, to put it plainly. In that case, as we remarked the other day, it would be proved that he had been a victim of miscalculation and waste heretofore. But even if it be supposed—and it is not impossible—that a student working as hard as an energetic and ambitious young man in professional life often works might learn the contents of as many books in two years as he is now required to study in four, it by no means follows that the degree of A.B. would mean as much in his case as it has meant thus far. As President Woolsey always urged, the true objects of a college education are character, culture, and learning, in the order named. If Dr. Butler's scheme could be made to

supply the average quota of learning, we cannot believe that the hothouse process would be favorable to the growth of culture and character.—New York Tribune.

President Butler's Proposals.

President Butler's plea in behalf of an undergraduate course abbreviated to two years is presented by him with the clearness, the persuasiveness, and the force that characterize all his utterances upon educational subjects. From his point of view, the argument for giving the degree of Bachelor of Arts to a man who has spent but two years in collegiate study seems at first sight very plausible. A student, at the end of his second year, if he has properly availed himself of the facilities now offered him, may be undoubtedly as well trained in certain specific subjects as was his grandfather, who graduated, let us say, in 1860, after devoting twice that time to the old fashioned curriculum. The requirements for admission at the average American college have been steadily increased during the past twenty years. Instructors are more scientifically trained. The whole apparatus of study and research has been brought to something like an ideal perfection. Why, then, asks President Butler in effect, would it not be wholly fair, both to the graduate and to the institution which gives the degree and to the cause of liberal education, if the diploma should be awarded for substantially the same work which it represented twenty or thirty years ago, without regard to the period of residence which it signifies?

This is the argument based upon a comparison of educational values, but it is probable that the argument based upon considerations of expediency was still more powerful in its appeal to President Butler's sympathies. He feels that, unless the time is shortened in which the average man can prepare himself for his life work, the drift will be away from the colleges altogether and students will pass directly from the preparatory school to the professional courses in law and medicine and theology, omitting altogether the intermediate stage of college training. Therefore, he would say to them: "You are unwilling to spend four years in the acquisition of a liberal education. Very well; then we will give you something in half the time that is really just as good. You shall get your degree of Bachelor of Arts in two years instead of four, and in this way you can finish your professional training at the age of twenty-three instead of at the age of twenty-five."

The fundamental weakness of President Butler's position lies in the fact that, in his argument, he considers only the purely academic, tutorial, class-room side of college life. Granting that to-day a student in two years has gone over as much ground as did the old-time student in four, does that, after all, mean that he has received as much, and that his degree represents as much, as it has done in the past? The true value of a college education to the average man has never been represented by his scholastic acquisitions. Amid the cares and bustle of an active life men speedily forget the nicer points of classical learning which have been driven into them; their mathematical knowledge and their recollection of the physical sciences become blurred and dim. What they take away and tenaciously retain is not exact and scientific learning. It is rather the whole sum of the impressions that have been made upon them by the associations and the influences of their college days—the friendships and the memories which abide with them thru all their after-life. These influences and associations are not lightly formed; they cannot possibly affect the character of a man's thought and taste and feeling in the scanty space of two short years, of which one, at least, is needed for the adjustment of a youthful mind to new conditions.

The wisest view is that which regards the undergraduate period as being, not so much a training for specific duties as a broad and liberal preparation for life itself. He who has spent four years in an atmosphere untainted by utilitarianism, who has felt the refining influence of a generous idealism, and who has learned to cherish traditions that have rendered university life so distinctive in the past, has received something that far outweighs the formal teaching of the class-room; and, in the future, such a one will be a better representative of his vocation and a better and more useful citizen, because he will be a wiser and more enlightened and more liberal-minded man. Therefore, it seems to us, that the suggested change would tend at once to diminish the importance of the university as an instrument of culture and to destroy the splendid old tradition which has been inherited from the past.

We have never yet encountered a man who regretted the four years that he had spent in college work and college life, and any theory, however plausible, which would deprive that work and life of their unique significance, aims a direct blow at the most civilizing element in our modern system. To bring forward such a theory for purely utilitarian reasons smacks of the bargain-counter rather than of the academic shades. And, indeed, the adoption of a change so revolutionary would, in the end, defeat its own most obvious purpose, for, in the course of time, the Bachelor's degree would come to mean so little as to justify the worshipper of the "practical" in ignoring it entirely and in refusing to accept as standard coin that which may, to be sure, bear the old stamp of value, but which has been confessedly debased.

—*Commercial Advertiser*, New York city.



The Bible as a Text-Book.

(We highly esteem the discussions of the *New York Sun* on every question, and especially those relating to education. As stated, there is a growing feeling among teachers in high schools that a book possessing the remarkable literary merit of the Bible ought not to be excluded from the school room. We do not think the conclusion in the second paragraph is warranted; in the family, in the Sunday school, and in the church the child learns to look upon the Bible as a heaven-inspired volume, but he does not learn there the wonderful beauty of its literature. It is now proposed to open this treasure house of literature to him; besides the glorious truths he gains from it elsewhere there will be added the interest, admiration, and respect that will come from a knowledge of its wonderful imagery, its clear and compact statements, its adjustments and solutions of the profoundest moral and ethical problems of humanity.)

—EDS.

The use of the Bible as a regular text book in the public schools is now seriously advocated by educational conventions, school superintendents, and individual teachers of prominence in different parts of this country.

Of course, such a manner of treating the Bible in schools would lead children to look on it as no more than a literary relic, an obsolete history of a past phase of religious evolution. It would be taught and studied as art teaches and studies the architecture and sculpture of ancient Greece, that is, as a beautiful human construction which intrinsically appeals to the cultivation of all times. The Bible would simply be put in place with other literary treasures handed down to us from a period when our English literature was purest and most vigorous in its simple directness.

The generation of children before whom the Bible was put in that light would get a very different impression of it from that made on their forefathers, with their awe-inspiring belief that by supernatural inspiration it conveyed to mankind the word and will of God Himself. They would approach the Bible in a critical spirit to find in it literary beauty merely, and not to bow down before it as God's only book, the one and only fountain of Divine wisdom in the world.

They would find that its language is largely foreign to the speech which they hear and read and is taught to them as the true standard of language. Take away from it the awful mystery of a supernatural authorship

and the Bible will be a dull book for the youthful mind; its appeal to the imagination will be gone. By teaching to children that God wrote it, that it is absolute truth sent down out of heaven, all its stories are made to have for them an awful fascination; but if it is put before them as merely one in the category of human textbooks they are forced to study, what charm will the Bible have for them? They can find even more wonderful stories to read.



How Do You Judge a Teacher?

Dan V. Stephens has a way of putting wholesome suggestions into attractive forms. His "Silas Cobb," and "Phelps and His Teachers" are stories that are doing great good in stirring teachers to take sensible views of their relations to pupils and parents. His heart speaks out of everything that he writes, and a manly, tender teacher heart it is.

Here are a few points of his on how a teacher is judged:

A few days ago I heard a superintendent talking to his telephone, and from what I heard I surmised that a school director was at the other end of the line. After a few introductory remarks, he asked this question: "How's her health?" Then, "How's her temper, is she good natured?" Then came this question: "Has she a pleasing appearance?" Then after a pause listening to the message coming over the wire, he replied, "Good! that's half the battle," which led me to believe the director had made a favorable report. That superintendent evidently looked into a teacher's heart somewhat. He wanted to know first if her health was good. No teacher can be sweet tempered while suffering in health. The evil resulting from a peevish and complaining teacher is very great.

I sat at a window one day while the teacher was placing some work on the board. Out near the window on the south side of the coal house a half dozen little girls were playing school. The play teacher was doing some very loud talking which attracted my attention. The pupils were laughing and moving around and otherwise disobeying the rules of the school. The little teacher in mock anger jerked them up one by one and slapped their faces, and shook them vigorously. This method of teaching told me a story. The teacher had taught there several terms, so I concluded that she was bad tempered and greatly lacking in judgment. Her example was pernicious to say the least. The example is greater than the precept. It was a long time before I happened on to another play school. This was in our back yard where several children had gathered for play. I happened to know their teacher well. She was a precise, clever woman who was never known to show anger or strike a pupil in the presence of her school. Well, this little play teacher could mimic her to perfection. She had taken a pair of her grandmother's glasses, and placed them on her nose, looking quietly over them at some obstreperous child. Everything stopped while she gazed in a sorrowful manner at the child who had caused the trouble. Even the play pupils out of force of habit remained quiet as long as the teacher had that look of regret in her face. There was no loud talk, scolding or slapping pupils. They were imitating a person they admired very much. Their teacher was perfect from their point of view and they wanted to be like her. This teacher had never for a moment forgotten that her example was everything to her children.

* * * * *

So I say that a superintendent should take cognizance of the example an applicant is capable of setting before a school. In other words, he should look into his heart closely before he worries about his multiplication table.

Don't you think so, too?

The Use of Myths in the Primary.

By Gladys Williams, St. Louis.

In a great measure, the myths can take the place of fairy tales so much loved by children, and, at the same time, store away valuable knowledge for future use. To the child mythical characters stand for good fairies who are endowed with supernatural powers. In selecting myths, to be learned by children, it is our duty to teach the rational ones that are easily explained. Moreover, we want the child to be familiar with the rational myths only, which represent the gods and goddesses as beautiful wise beings, for these explain themselves and suggest possibilities and a longing to do kind acts like them.

The Artemis of the *Odyssey*, a "queen and huntress chaste and fair," needs no explanation. It fills our

will be each of these is his unconscious thought, that thru being them, I may know what they are."

Is there one woman among us who has not watched children at play? In his play world as in our world there is joy, sorrow, anger, and many human emotions; there are parents, children, nurses, babies, and teachers; there is the social world with its tea drinkings and gossip. Life in his play world has its trades, professions, and rounds of pleasure. He is trying to unravel the meaning of his surroundings in his domestic play world and personate the most important in each. The same fire that enthuses the child in play, later incites the man to literature and art. The games played by children affect their whole character, so it behooves us to provide wholesome ones.

Of all our calisthenic games, my children prefer the myth games. What is done at school will surely be repeated again and again at home and on the playground. This has been proved to me by parents who have come to me and expressed surprise at the change in their children's games and their knowledge of the fair ones on Mount Olympus. Scarcely a recess passes without seeing little groups, playing one of our myth games. The realness of being the thing and the activity appeals to the child.

We don't stop at merely reading and memorizing the story and dramatizing the myth, but we correlate all lessons as far as possible. A small portion of the myth being learned, is neatly written on the board. This serves as a reading, spelling, and writing lesson, the writing lesson for busy work; the sheets are collected, marked, and returned to the children.

Even the tiniest child told oral stories for the language lesson for the day. The older ones wrote original stories on foolscap and we fastened them together for booklets. Once a week we did construction work, something that the new myth suggested; for instance, we made Apollo's lyre and chariot, Neptune's trident, Minerva's shield, etc., using peas, sticks, cardboard, and zephyr, or paper cut, as the occasion demanded.

Diana.

In preparing for this myth there is not so much to do to pave the way, as in Apollo, for we had learned a good bit about the moon goddess being a twin sister of the sun-god. Her tastes in music and the chase resembled his.

We talked of one of her annual festivals held in the idea of August, when the moon is full which we call the harvest moon, and of its being her favorite time to come down to earth to revel in the chase; and of another festival on the 16th of April when the people made cakes in the form of full moons stuck over with lights, because of their love and gratitude to Diana for shedding her tender light at night.

Diana loved animals and children especially. She was supposed to exercise special care on their behalf. The deer was her favorite animal. One that she obtained in Olympia was specially dear to her, and when Agamemnon killed it she was angry indeed, and held the Greeks at Aulis demanding the sacrifice of Agamemnon's daughter Iphigenia, as a punishment for his rashness.

We called Twilight her hostler, because he is the first to herald the coming of night in all its beauty; so it was that Diana chose him to do her bidding. The Star Maidens were chosen as her friends, because they were the next to tell us of the coming of night by shedding a soft, tender light.

Diana loved to take them with her to light the way



Diana's Harvest Moon.—Rose Eckelkamp.

fancy with wholesome thoughts, but the Artemis of Arcadia who is said to have become a she-bear and later a star—and the Brauronian Artemis whose maiden sisters danced a bear dance are legends which need explanations not fit for children.

Apollo was the first myth we talked of in September. One day after we had been talking and reading a simple story about him from the blackboard, I asked the boys if any of them would like to be Apollo. Every hand was lifted, so we had our Apollo there and then, and played the whole story with great eclat. The children



Diana's Star and Crescent.—Leo Sander. I. Grade.

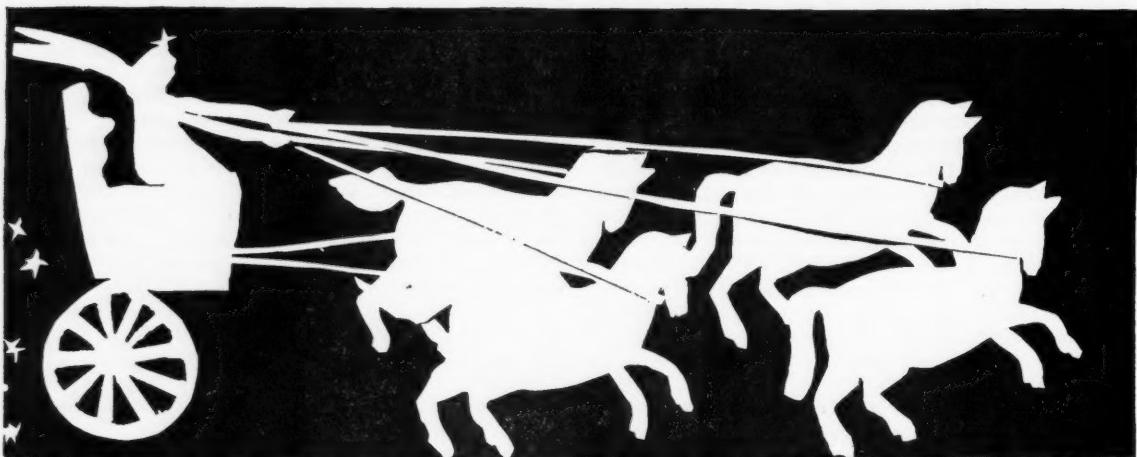
called it our Apollo game, and asked to repeat it the next day. From that day every time we learned a new myth we turned it into a game. Many a time when the little ones were restless on a cloudy day we put our work away and became wise gods and goddesses, frolicking some wood nymphs and naiads of the water, with sunshine reigning supreme again.

If play is the natural expression of a child's inner self, then we, as teachers of the first primary, should use it as far as possible as a factor in education. Froebel says, "What the child imitates he is trying to understand. I

when Agamemnon killed it she was angry indeed, and held the Greeks at Aulis demanding the sacrifice of Agamemnon's daughter Iphigenia, as a punishment for his rashness.

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Diana Riding in her Chariot.—John Neat. II. Grade.

for the creatures on earth that were dear to the moon goddess.

Now the children were ready to read about Diana, so part of the story was written on the blackboard, and we chose our palace of the moon, a corner of the room, and our Diana. Of course she had to have black hair, as the goddess had. We pinned a large yellow star and crescent on her hair, and, in our fancy, decked her in a robe of richest blue. For the star maidens we chose little girls with golden hair, and for the horses, black-haired boys. The children are most particular in these small matters.

From the beginning of our Diana talks, the boys made and brought bows and arrows of every description, some of them were grotesque, but all were used by our huntress.

Diana—Dramatized by First and Second Grade Children

DRAMATIS PERSONÆ.

Diana—	moon goddess.
Diana's	Twilight—a boy.
	Star Maidens—
	half a dozen light haired girls.

Diana's horses—four black-haired boys.

Birds—two or three children.

Flowers—several children.

Children—all of the children left in their seats.

POSITIONS.

Use one corner of the room for the palace of the moon. Diana sits on a chair for a throne surrounded by her friends—Twilight and the Star Maidens.

Horses—Four boys stand a little way from Diana ready to be harnessed.

Birds—five or six children roost about the room.

Flowers—five or six children stoop down, forming closed flower cups with their hands.

Children—all left in their seats rest their heads on their arms in sleeping position.

Let one child choose performers. Children take positions.

Have one child recite, or have recitation in concert.

RECITATION.

Diana is the daughter of Jupiter and Latona, and twin sister to Apollo. She is very fond of hunting and always carries her bow and arrows with her. When she hunts she takes her friends, the Star Maidens, with her, and dresses like a boy. Diana wears a star and crescent in her hair to spread a light before her.

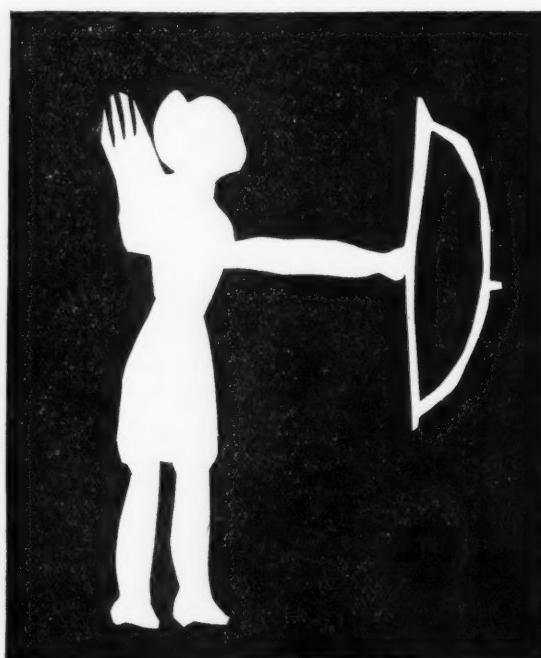
Her favorite time for hunting is during the harvest moon, in August, then she stays on the earth for almost a month and hunts every night.

Diana lives in the palace of the moon, and is called the moon goddess. She has many friends, Twilight and the Star Maidens.

When Apollo has returned to the palace of the sun and Aurora has closed the western gates and handed her lantern or evening star to Hesperus, then (1) Twilight harnesses Diana's four black horses to her silver chariot. (2) Diana mounts her chariot and away they (3) fly, while she (4) scatters stars on the way to shed light for those who have not reached home. (5)

Birds, (6) flowers, (7) little children, and grown people fall asleep to rest for the next day's work.

When Diana has finished her course thru the heavens,



Diana Using her Bow and Arrow.—Katie Williams. II Grade.



Diana's Favorite Deer.—Eunice Wetzel.

she returns to (8) the palace of the moon to rest while Apollo speeds across the heavens to awaken all who sleep. (9)

GESTURES.

1. Twilight gets the four reins which are kept in the same place, and gives a line to each horse.
2. Diana takes the four reins in her hands.
3. The horses run noiselessly, making circuit of the room.
4. Diana scatters some yellow stars already cut and kept for the purpose.
5. Children personating birds tuck their heads under their arms like birds.
6. Children representing flowers close their flower cups.
7. All little children rest their heads on their arms in sleeping posture.
8. Diana returns to the corner of the room representing palace of the moon.
9. Performers take their seats.

CORRELATION OF LESSONS.

Reading, writing, and spelling from the blackboard.

Language.—(Original, oral and written stories about the myth.

Nature Lesson { Original oral and written stories.
"My Deer Story."

Construction work.—Sew stars and crescents on card-board, and color inside with yellow crayon.

Paper cutting.—(a) Stars—crescents out of yellow paper.

(b) Horses and chariot—using black paper for horses, and silver for the chariot.

(c) Deer.

(d) Diana using her bow and arrows.

(e) Diana's harvest moon.

Clay modeling—moon cakes (sphere).

(Other myth work will be described in PRIMARY SCHOOL next month.)



Utilizing the Environment.

By FRANK O. PAYNE, New York.

It is believed by many educators that all language work below the sixth grade should be more or less based upon the pupil's environment. The reason for this is apparent. The pupil knows little else than what is or has been present to him. The old practice of assigning abstract subjects to children was not only nonsensical but cruel.

The writer was told to write a composition when he was eight years old. The teacher gave the subject "Birds." That he was not able to write upon this subject in the style of Audubon is evidenced by the following, a copy of what was written upon that memorable occasion: "There are many kinds of birds, eagle, ostrich, pelican, dodo, mud hen." The essay breaks off abruptly here. Let us dismiss this personal reference by inquiring how much of the writer's environment had formed a basis for this effort at composition? He had seen robins, jays, bluebirds, wrens, and many other familiar songsters in the orchard over the way. He could have told how the robin hops along, how the blackbird chatters and the "chippy" pecks for crumbs about the kitchen door. But no. It must be an essay, and an essay it certainly was.

Whence came the profound array—"eagle, ostrich, pelican, dodo, mud hen," not one! which he had ever seen and one of which (the dodo) is extinct or nearly so? It all came about as follows: The child of eight must write a composition. He must write on "Birds," birds in the abstract. So he sat down, and began to try to think of birds. At last an older brother fresh from zoology and geology in the high school, took pity

on the youthful essayist and gave him the names which were written, after many erasures.

This was nonsense, not a doubt of it. But no more so than half the essays read every year at high school, and indeed at college commencements. Oh, that teachers would so clothe the environment of their schools with interest as to make pupils yearn to select such themes for their commencement subjects in preference to the trite themes which have done duty for, lo, these many years at commencement time.

It is not exactly refreshing to go to a commencement and hear Bella read an essay upon "Change," or "Truth," or "Beyond the Alps lies Italy," or to hear Archibald in oratund accents discourse upon "The Future of the Republic," or "Safeguards of the Nation." How much more interesting because they bear upon them the stamp of originality would it be, were Bella to give a description of some plant and its allies found in the school yard or near neighborhood, illustrated by enlarged original drawings or mounted specimens! How much more within the scope of his mind, were Archibald to submit a collection of minerals found by himself during the preceding term, and accompanied by a brief original description of each.

The writer recently heard just such a production at a commencement. The boy had a box made by himself, divided into compartments about three inches square and two inches deep. Each compartment contained a specimen of some mineral found within a half mile of the school-house. These were neatly labeled. As he recited a description of each specimen, he took it from the box, talking about it in a natural way. Certain peculiarities of structure were explained by use of a chart made by the boy himself from the minerals he had collected. The performance was interesting and it showed clearly that it was the boy's own effort. Another boy on the same program had chosen for his subject, "The Needs of Our Village," a practical subject which could not be found in any encyclopedia.

A Western correspondent tells of how one of her pupils prepared a collection of photographs of old landmarks in the town where he lives and accompanied each with a brief history obtained from old people living in town. The descriptions and photos were arranged in book form and presented for a graduating thesis. I might go on in this line indefinitely but refrain lest I weary the reader. It is enough to say that in the environment is a wealth of material, vast, varied, inexhaustible, which is incomparably superior to any other kind of material in use for themes of composition.

In regard to number, little need be said. Measuring of objects in one's neighborhood, measuring of distances about the school yard, weighing soils and various other substances to be found everywhere, give abundant training along lines of great usefulness. An eminent teacher of manual training remarked to the writer that altho the majority of pupils know their tables, *very few know how to measure*. Very few know the inch and its parts intimately or any other of our common units of weight and measure. Is this not largely due to our failure to give children an opportunity to handle these various units until they are thoroly familiar with them?

Opportunities are constantly occurring whereby we may give pupils practical help along these lines. Nor is this all. Every department of arithmetic admits of unlimited applications of our environment. Yonder they are digging a cellar. How many cubic feet must be removed? How many cubic yards? Etc., etc., etc. Make the things of the actual world of being literally touch the child, and give them "a local habitation and a name" in the mind of every child.

The beauty and value of using environment as a medium for co-ordinating subjects remains to be considered; but this subject is too broad to be introduced in this discussion, suffice it to say that there is no way in which studies can be so beautifully co-ordinated as by the use of environment.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING OCTOBER 18, 1902.

The retirement of Dr. Bernard Moses from the Philippine commission including the secretaryship of education has been announced at last, to take effect on January first. Gen. James F. Smith, of California, who accompanied Governor Taft on his recent visit to the Vatican, will be his successor. Gen. Smith is prominently identified with the Catholic church, and is much respected by the Filipinos, of whose educational and industrial future he is thoroughly convinced. It is to be hoped that all dissensions in the educational department will be speedily done away with. It may be that Dr. Atkinson can now be induced to stay. But if his resignation is final, either Supt. Mason S. Stone, of Manila, or Supt. Henry S. Townsend, of Mindanao, would be well fitted to succeed him in the arduous work of developing the public education system of the archipelago.

"Two hundred tons of genuine anthracite coal, at five dollars a ton," sounds almost like the beginning of a fairy tale. But that is exactly what the city of Elizabeth, N. J., succeeded in getting for its schools last week. A school superintendent who can bring such things about must have more than average shrewdness.

A fierce warfare seems to be waged between New York and New Jersey to prevent the recognition of each other's professional teachers' diplomas. We don't know which side began the trouble. But there is no doubt of its existence. The fact that a number of poor teachers are greatly distressed thereby does not seem to disturb the ferocious warriors. If New York does not recognize the certificate issued by the New Jersey State Normal school, why should New Jersey pay any attention to the New York diploma? Only teachers educated at the state's own expense must be chosen. One cannot afford to have the other pay for the training of its teachers. How ridiculous these things will look when interstate comity in the recognition of professional teachers' certificates has once become an established fact! Petty jealousies will then be buried.

Dr. Winship's Strange Prognosis.

The following is a selection from the editorial page of the New England *Journal of Education* of October 9. It seems to have rushed into print somewhat ahead of time, as the meeting spoken of as having been held "on the tenth" is just now in session, a week after the issue of the number in which its purpose is so thoroughly misrepresented:

NEW YORK'S AMBITION.

The superintendents of New York and New England held a joint meeting at Albany on the 10th. This is every way satisfactory and would have occasioned no comment but for the reason assigned for it by a New Yorker who claims to have been the originator of the scheme.

"I suppose this means that New York will reciprocate and go to New England some time?" was the innocent remark of a friend of ours.

"Oh, no; that would be ridiculous."

"How so?"

"Why, wouldn't you think it ridiculous for a great state like New York to go to Massachusetts! It is not a joint meeting at all; New England comes to us. Don't you see? They are glad to. This is only the beginning. We are merely hastening the inevitable. It has been foolish for New England to stay away so long. It is natural for her to come to us; it would be very unnatural for us to go to her. It is annoying to us to have these people so near us and pretend to be by themselves. Boston is much nearer New York than Buffalo. Every important city in New England is nearer than Buffalo and yet they stay off by themselves. We are going to put an end to this, but we cannot say much about it."

If this could have been known earlier we would have had all the New England superintendents there. It is regrettable that very important engagements kept some of the leading superintendents away from Albany.

Of course, the imperial ambition was not widespread and did not enter the mind of any one who really had anything to do with arranging the meeting, which was a joint gathering of two equally important associations, and the New York superintendents will be very glad to come to North Adams, Pittsfield, or Springfield when it is desirable for a second joint meeting, but our imperialistic young friend will be gray, as well as bald, long before he has absorbed all New England.

We would like to know who the "New Yorker" is "who claims to have been the originator of the scheme." Has somebody imposed upon our honored contemporary again? Dr. Winship might have learned of Mr. Pease, who is associated with him and who represented him at the meeting which voted in favor of a joint convention at Albany, just how the plan originated. Secretary Parsons, of the board of regents, and the writer were the only New Yorkers who took any active part, and the former left several hours before the subject came up for consideration. Hence Brother Winship must have been most shamefully imposed upon if he believes he is quoting the "originator of the scheme."

It is wonderful, too, that Dr. Winship could tell a week in advance of the meeting that "it is regrettable that very important engagements kept some of the leading superintendents away from Albany." What a marvelous guessing power! We might almost be led to conclude that the reported statement of the "New Yorker" who claims to have been the originator of the scheme was inspired by the same genius. Fortunately, the *Journal of Education* could foresee in only one New Yorker such ridiculous notions as are reported here as having found utterance somewhere, somehow. All the other New Yorkers feel differently. They are glad their Massachusetts confrères voted to meet with them. THE SCHOOL JOURNAL hopes that the good beginning will be followed up by holding another joint session at Boston or Springfield in 1904.

Dr. Edson's Successor.

Charles S. Haskell, the bright, resourceful, pushing, energetic principal of P. S. 2, in Brooklyn, has been nominated by the New York city board of superintendents for the position left vacant by the promotion of Dr. Andrew W. Edson from a district to an associate superintendency. Dr. Edward W. Stitt was a close second. Mr. Haskell is a Maine man, with something like twenty five years' experience as teacher and principal in high schools and academies. Five years ago he gave up the principaship of the Jersey City high school to accept the principaship in Brooklyn which he has occupied hitherto. His election was influenced considerably by the understanding there seems to have been that it ought to go to Brooklyn. However, he is a man who cannot be kept down. He is bound to make his way wherever he is placed.

A Pedagogical Test.

The following questions in pedagogy were placed this week before candidates for licenses to teach in New York city:

(Time, three hours.)

1. "Education, then, as a concrete matter, becomes the shaping and guiding of the development of the child toward adaptation to and appreciation of his many-sided environment. But it is not passive adaptation only; it is an adaptation which includes the development of efficiency. . . ."-Butler.

(a) Explain "adaptation," "many-sided environment," "efficiency" (15)

(b) Show how the study of your specialty may contribute to the student's education in the respects mentioned in the foregoing excerpt. (6)

2. (a) What do you understand by the dictum "Turn to use" as applied to teaching? (6) (b) What, if any, are its limitations? (6) (c) Illustrate its application in the teaching of your specialty. (6)

3. (a) Give reasons for (or against) the dictum "Teach nothing that is not interesting." (10)

(b) Under what conditions are pupils interested in a subject or an exercise? (12)

4. (a) Define apperception. (5)

(b) State and illustrate a principle regarding its application in the teaching of your specialty. (14)

(5) "Adolescence is the Elizabethan period of human existence. Rousseau likens it to the Renaissance."

What characteristics of adolescence are here implied? Mention three tendencies of adolescence that may become morbidly prominent. Give three principles to guide a teacher in the wise management of a class of adolescents. (20)

One Effect of Higher Standards.

A salesman in a New York dry goods store was overheard telling a friend that he had found a position for his daughter as cash girl in the same establishment with him. He said it had been his intention to let his daughter continue her education thru the Normal college and then find a position as teacher in the city schools. The raising of the standard of requirements had, however, impressed him and his daughter as so unreasonable that they decided upon another career. "My daughter," he said, "has gone thru the grammar school and knows as much as any woman will ever be expected to know. To be sure she will start with less money here in the store than she would get as a teacher the first year, but I think she will be about even with the world by the time she is ready to marry. I mean that the saving on her education and the money she is earning these years will foot up to about the same thing as the few years of teaching after a long and expensive preparation."

The father's information is interesting as giving a hint of some of the questions that enter into the adoption of a "life work," and also shows an effect of the higher demands made upon candidates for positions as teachers.

Queer Louisiana.

The legislature of Louisiana passed a bill lately prohibiting the use in the public schools of any books that do not give the credit to Admiral Schley of the naval victory in the Spanish war. Suppose that another state will not allow any book that does give Schley the victory! Suppose another state will not allow Shaler's geology which embraces the theory of evolution! There is a great deal of foolishness left in the world; as Mark Twain says, "In some places it's thicker than others."

Beautifying School Grounds.

The subject of beautifying school yards and interiors cannot be too prominently brought before teachers and trustees. An unsightly school yard is not a pleasant witness of the educational sentiment of a community.

The fall of the year is the time to think of the coming spring. Now the soil should be dug up, and the falling

leaves be used as a compost. This will allow the freer circulation of air thru the soil, and permit it to receive better the fertilizing benefits of winter's snow. It is a favorable time to begin to interest your pupils in the work by simple talks and practical demonstrations in the school. Make use of whatever outside work may be done in preparation, to draw out reasons for everything. As an art study, let the pupils suggest the forms of the beds and arrangement. Try to make them feel that the school and the grounds are theirs.

In the spring, let them select for planting and gather for themselves the shrubs or plants or flowers. These will supply a wide field of object lessons, the degree of minutiae depending on the school. As soon as the pupils realize that all results depend on their own efforts, attention and care will follow.

The results already proved of this work are the stimulus to the artistic and moral nature that are imperceptibly created and fostered. These affect the most squalid homes, and will brighten the school atmosphere. Cleaner children in body and mind will be developed.

Awaken your community to co-operation, arouse the enthusiasm of yourself and your scholars, and the changed spirit that will come over the conduct and lives of your pupils will amply repay you.

Economic Research.

A very useful and profitable way in which the opportunities of the Carnegie Institute could be used is a comprehensive investigation of existing economic conditions. To collaborate the already published information, eliminating all personal bias and co-ordinating the results, would be a work, not only redounding to its credit, but also practically beneficial to humanity.



Educational Meetings.

Secretaries of teachers' organizations are requested to notify the editor of dates of meetings and of election of officers.

Oct. 18.—Orange County Teachers' Association, at Goshen, N.Y., Pres. William A. Wheatley, Chester, president.

Oct. 18.—Chicago Institute of Education, at the John Cram library board rooms, at 10:30 A.M.

Oct. 18.—Brooklyn Principals' Association, Address by Dr. J. M. Rice, editor of *The Forum*.

Oct. 23-25.—Rhode Island Institute of Instruction at Providence.

Oct. 23-25.—Vermont State Teachers' Association, at Bellows Falls E. G. Ham Montpelier, secretary.

Oct. 23-25.—Northern Illinois Teachers' Association, at Rockford. Supt. R. B. Hayden, Rock Island, chairman of executive committee.

Oct. 23.—Worcester County Teachers' Association, at Worcester, Mass.

Oct. 31.—Plymouth County Teachers' Association, at Hingham, Mass.

Oct. 31.—Franklin County Teachers' Association, at Shelburne Falls, Mass.

Nov. 14.—New England Association of School Superintendents, at Boston, A. J. Jacoby, Milton, secretary.

Nov. 20-22.—Northern California Teachers' Association, at Redding.

Nov. 28-29.—Massachusetts Teachers' Association, at Boston, Supt. L. P. Nash, Holyoke, secretary.

Nov. 28-29.—Central Association of Physics Teachers, at Chicago, Charles H. Smith, Hyde Park high school, Chicago, president.

LAST WEEK OF DECEMBER.

Indiana State Teachers' Association, at Indianapolis.

Southern Association of Elecutionists at Atlanta, Ga.

New York State Associated Academic Principals, Prin. James Winne, Poughkeepsie, president.

New York State Association of Grammar School Principals, Orson Warren, Elmira, president.

New York State Science Teachers' Association, Dr. William Hallock, Columbia university, president.

New York State Training Teachers' Conference, Richard A. Searing, Rochester Normal Training School, president.

California Teachers' Association, at Los Angeles; A. E. Shumate, president.

The Educational Outlook.

Tuskegee Normal and Industrial Institute.

The school year which has just closed has been in several respects the most successful in the history of this institution. In saying this I do not, I hope, yield to the temptation of measuring success by the number of students and officers present, or by the amount of money received and expended, or by other material evidences of growth. I speak of success rather as measured by the degree with which we have been able to turn land, buildings, money, industries, tools into life—into high, useful living.

Attendance.

The number of students enrolled this year has been 1,384, and the average attendance has been 1,218. These students have come from thirty states and territories, and from five foreign countries. No one has been admitted under fourteen years of age. 1,337 of the whole number have boarded and slept on the grounds. The number which I have given does not include the pupils in "The Children's House," which is a primary school for the children in the neighborhood, and at the same time serves as a model and training school for normal students. Neither does it include the 121 students in the night school in town, nor the eighteen students in the afternoon cooking school in the town of Tuskegee; nor the thousands of colored men and women who are being reached and helped thru the Tuskegee Negro Conferences.

In all the departments, religious, academic, and industrial, 112 officers and instructors and assistants of various kinds have been employed.

If we add the number of persons in the families of our instructors to the number of students and teachers, it is safe to say that we have constantly upon, or near our school grounds a colony of 1,500 people. A large proportion of these families reside in small, neat cottages owned by themselves or by the school, and the object lesson they afford is most valuable to the students and to our people in this part of the state.

A very large proportion of the students who do not remain to finish the full course, we find are doing most excellent work among their people—working at their trades and otherwise proving of value to the communities in which they live.

Work of Graduates.

It is often asked what our graduates do. Let me answer this briefly by giving three examples: A little more than a year ago one of our graduates, Mr. Charles P. Adams, established a small school at Ruston, Louisiana. At present the school owns twenty-five acres of land, on which a school-house costing \$1,200 had been built and paid for. The school term has been extended from three to eight months, with three teachers—all Tuskegee graduates—and 110 pupils. In connection with the class-room work the students are taught agriculture and housekeeping. All this has been done in a little more than one year with money and labor contributed by the people of both races in the community.

William M. Thomas learned the trade of blacksmithing at this institution while working his way thru school. He began business at his home in Greensboro, Alabama, a few years ago, on \$25 which he had borrowed. He now owns free from debt a neat home containing four rooms. He has a good blacksmith shop and has all the work he and an assistant can do. Most of the work done in his shop is for white patrons. Mr. Thomas has the confidence and respect of the people of both races. In the same town there are a prosperous tailor and a successful tinsmith, both of whom also learned their trades at the Tuskegee institute.

A third example is that of Mr. Dannie Upshaw, who, when he had finished the course here a few years ago, began life as a farmer. Mr. Upshaw began farming

near Tuskegee, with practically nothing. At the present time he owns 115 acres of land, which are cultivated by himself and family. On this land is a neat, attractive house, barn, and out buildings, and a small sugar house for boiling the syrup from the cane which he raises for his own consumption. His home and farm are models for other farmers. He not only raises cotton, but also corn and oats, vegetables, fruit, live stock, and fowls. He has a particularly fine peach orchard. Mr. and Mrs. Upshaw are leaders in the county Farmers' institute, and Mrs. Upshaw is also a member of the Mothers meeting which assembles regularly at Tuskegee town. Hundreds of such examples could be cited.

Nearly two years ago three of our graduates went to Africa under the auspices of the German government to teach the raising of cotton to the natives in the German colony of Togo. The German officials were so much pleased with the work of these men that this year four more have been added to the colony.

Up to the present time there have grown out of the Tuskegee institute at least twelve schools of considerable size—I mean institutions above the grade of common public schools. One of these, the Snow Hill Industrial institute, at Snow Hill, Alabama, has 300 students, 25 teachers, 14 buildings, and property valued at \$30,000.

Perhaps the most important work that the Tuskegee institute, in connection with Hampton and other schools of similar character has accomplished, has been to find the most effective way to elevate the Negro, and at the same time to make him most useful to the community in which he is to live. This principle which has been demonstrated so thoroughly at Tuskegee is capable of indefinite expansion; what is most needed is the means to work with.

Financial.

Since my last report there have been received into our treasury from all sources and for all purposes \$341,401.09. Of this amount \$1,6,864.29 have been used for current expenses, \$46,788 have been added to the permanent endowment fund, and \$150,203.95 for the permanent improvement of the plant in the way of new buildings, industrial equipment, improvement of the grounds, etc. The remaining \$17,545.05 were given for various special purposes. The present indebtedness of the school is \$5,887.52.

The endowment fund at present amounts to \$299,759.02. The investment of this fund is in the hands of the following named gentlemen as an investment committee: Mr. Wm. H. Baldwin, Jr., 128 Broadway, New York city; Mr. J. G. Phelps Stokes, 47 Cedar street, New York city; Mr. George Foster Peabody, 27 Pine street, New York city, and Mr. Robert C. Ogden, Tenth street and Broadway, New York city.

By following strict business methods and practicing rigid economy we have been able to do the work of the school at a total cost per student of about \$72.

It will interest you to know that the year has brought us the largest amount received in the history of the school from white people in the South; \$500 have come from Mr. Belton Gilreath, of Birmingham, Alabama, and \$1,000 from Mr. H. M. Atkinson, of Atlanta, Ga. Another interesting gift is that of \$1,000 from Mr. Robert F. Baptist, of Galway, New York, a colored man and at one time a slave. The gift of Mr. Gilreath represents that of an ex-master; the gift of Mr. Baptist that of an ex-slave. Our own graduates also remember the school with gifts each year.

I find that in some places the idea prevails that this is a rich institution, and that it is being supported by a few wealthy persons, or by some organization, and that we do not any longer need the small gifts of the many. This is far from true. We need the small gifts

of individuals and organizations as much as ever we did in the past. By far the largest part of the money which has enabled us to get thru the year at all, has come from small donors in sums of fifty cents each and upwards. The school is constantly indebted to friends who will not permit their names to be made public, but whose gifts are continually helping to place the institution in a position of greater usefulness.

New Buildings.

I am glad to be able to say that thru the kindness of friends, funds have been provided for several much needed buildings. The beautiful Carnegie library, referred to in my last report, has been completed and was formally opened in April. Rockefeller hall, to contain rooms for young men, also referred to in my last report, is in process of erection and will be completed within a few months. Work is also under way upon the office building and the two bath houses, all three of which buildings were given by friends who will not allow their names to be published. The same friends who provided for the building of the bath houses have also given the money to erect an appropriate memorial gate at the entrance to the grounds, to be known as "The Lincoln Gate."

Mrs. Collis P. Huntington has provided the money for the erection of a large and convenient building to be known as "The Collis P. Huntington Memorial building." This building is to be used for class-room work. Another friend has given the money for the erection of a dormitory for our young women, and the means have also been provided for a much needed extension of the Slater-Armstrong Memorial Trades building, as well as for the erection of several small cottages for teachers. The new horse barn, given by Mr. Morris K. Jesup, of New York, has been completed during the year.

All these buildings have been long needed, and our work has been much restricted and hampered for want of them. Now that we have them we can show our gratitude in no better way than by turning them into the highest form of service for our country and our Master.

Training in Agriculture.

More and more it is to be the policy of the institution to emphasize training in all forms of agriculture—making this the basis for most of the other industrial work. There are two reasons why the number of those who have graduated from the agricultural department in the past has not been so large as will be the case in the future. First, the fact that we have been compelled to occupy ourselves so largely during the past years of the school's history in getting under shelter. This, of course, has naturally emphasized the building and mechanical trades. The second reason is that we have had to overcome the intense prejudice existing among our people against paying attention to any form of agriculture. The feeling has been expressed in most cases that the race had been on the farms of the South for two hundred and fifty years and that an educated man should not become a farmer. But this idea has been almost wholly overcome, so much so that in the future we shall be able to turn out a much larger number than heretofore of men skilled in agriculture.

Industrial Education.

As I review the history of this institution nothing is more striking than the change which has taken place in this section of the South among the people of my race with reference to their feeling toward industrial education as entertained at the time when the Hampton institute was started in Virginia. What was true with regard to Hampton is equally true regarding the Tuskegee institute. When this institution was established the bulk of the colored people, and especially those who had received some education, were opposed to any form of industrial training and expressed their opposition by words and acts. I am glad to say that this feeling has almost completely disappeared, so much so that we are now compelled, for lack of room and means, to refuse admission to a large number of students each year.

During the first ten or twelve years of the existence of the school the growth of the industries was not so rapid as it would have been except for the opposition referred to, which opposition we had to overcome, but industry after industry has been added, as there was a natural demand for them, until at the present time the students receive training in the following 34 industries: Carpentry, blacksmithing, printing, wheelwrighting, harnessmaking, carriage trimming, painting, machinery founding, shoemaking, brickmasonry, plastering, brick-making, sawmilling, tinning, tailoring, mechanical, architectural and freehand drawing, electrical and steam engineering, canning, plain sewing, dressmaking, millinery, cooking, laundering, housekeeping, mattressmaking, basketry, nurse training, agriculture, dairying, horticulture, and stock-raising.

You will get some idea of the volume of the industrial work accomplished by the students when I add that, since my last report, they have made 2,128,000 bricks alone.

Along with the gradual growth in numbers and importance of the industries has gone the development of academic and religious education. The spiritual training of our students is in no sense neglected.

During the present year a committee, composed of gentlemen representing the London school board, has visited us for the purpose of inspecting and studying our methods.

What the School Needs.

Among our most urgent needs at present are: An adequate endowment fund. This fund is now much too small.

Scholarships each of \$50 a year to pay the tuition of one student, (\$200 enables a student to complete the four years' course and \$1,000 endows a permanent scholarship).

\$25,000 for a dining-room and kitchen.

\$2,000 for a commissary building.

\$20,000 for a boys' dormitory.

\$25,000 for a central heating plant.

\$10,000 for a drainage system.

\$10,000 for a better equipment of the industrial department.

\$10,000 for an addition to Alabama Hall.

Our Aim.

All things considered, we have great cause for rejoicing in the year's work.

It shall be our aim in the future to continually seek to make the work of the school, thru its graduates, of the very highest service to both races in the South. The dying words of the late General Wade Hampton, "God bless all my people in the South, white and black," should be the prayer which, without ceasing, we should breathe into all the work of our school.

BOOKER T. WASHINGTON, Principal.

New York's Educational Institutions.

New York is one of the most liberal of states in providing for the education of its sons and daughters. This is shown in an article in the November *Pearson's* which has this to say of the institutions of higher education in the state:

"A Board of Regents (the Regents of the University of the State of New York), created in 1784, has general supervision of higher education in the state, guarding against humbug in the granting of what usually is understood under the term of collegiate or university degrees. Columbia university, founded as Kings college in 1754, and now superbly situated on Morningside Heights, New York city, is an educational institution second to none in the United States. Barnard college for women is connected with the university. Columbia may be said to draw its students from all over the world.

"Another institution of which New York may well be proud, since it was opened only as lately as 1868 yet has attained high standing among American universities, is Cornell university, Jacob Gould Schur-

man, president, at Ithaca. Its endowment largely is due to the munificence of the late Ezra Cornell. Sage college, founded and endowed in 1872 by Henry W. Sage, is the chief hall of residence for the women students of Cornell university. Among the unusual courses offered by Cornell are those of the New York State Veterinary college, College of Agriculture, and the New York State College of Forestry. Among many other educational institutions in New York may be mentioned Vassar college, at Poughkeepsie, the first amply endowed and thoroly organized female college, and known to every one interested in the higher education of women; Union college at Schenectady; Hamilton college at Clinton; the University of New York in New York city, where Professor Morse conducted many of his experiments in practically working out the problem of the electric telegraph; Syracuse university, and the University of Rochester. The Chautauquan Assembly, which meets annually in summer at Chautauqua Lake for educational purposes, and with far-reaching results, was the first of its kind and has been the model for some seventy similar assemblies. In its comprehensiveness and influence, however, the idea as it originated and still is worked out by the Chautauquan authorities is unique. It is a thoroly American invention in pedagogics. The Rensselaer Polytechnic of Troy and the Brooklyn Institute of Arts and Sciences also should be mentioned."



An Australian University.

The history of university education in Australia is not without interest. The movement commenced in New South Wales over half a century ago when, according to the state government statistician, Mr. Wentworth, a leading colonist, presented a petition to the state legislative council from certain shareholders of a proprietary school known as Sydney college praying for the appointment of a select committee of the House "to consider the best means of carrying on the institution so as to afford the youth of the colony the means of obtaining instruction in the higher branches of literature and science."

The committee was appointed and, after a few weeks' deliberation, brought up its report, recommending the establishment of a university with a permanent endowment of £5,000 per annum out of the state revenue, a bill being brought in by Mr. Wentworth in accordance with the report, but it lapsed in consequence of the lateness of the session. In 1850 the bill, which was based mainly on the charter of University college, London, was re-introduced by Mr. Wentworth, and, after some discussion and a few amendments, was passed, receiving the royal assent on the 1st of October of that year. The endowment was given for "defraying the stipends of teachers in literature, science, and art," and for administration purposes, there being no provision made for teaching any other branch. Power was, however, given to examine and to grant degrees after examination in law and medicine, as well as in arts.

The university was to be strictly undenominational, and the act expressly prohibited any religious test for admission to studentship or to any office, or for participation in any of its advantages or privileges. In 1858 a royal charter was granted, declaring that the degrees of the university in arts, law, and medicine should be recognized as academical distinctions of merit and be fully entitled to rank, precedence, and consideration in the United Kingdom as fully as if they had been conferred by any British university.

The public endowment of the university stood at £5,000 per annum until 1880, when £1,000 was added for assistant lectureships, but in 1877 a bequest of the value of £3,000, producing about £300 a year, enabled the senate to divide the chair of chemistry and experimental physics into two, to the first of which geology and physical geography were attached. In 1882 a fur-

ther sum of £5,000 was voted to enable the senate to establish schools of medicine and engineering, and to give some further help to the original department of arts. Medical and engineering professors and lecturers, a professor of natural history, and some small lectureships in arts were created, but this sum was soon found inadequate for the intended purposes and was increased to £7,900, inclusive of the £1,000 granted in 1880. Allowances were also made for apparatus and a sum of £2,000 per annum granted for evening classes in arts. In 1893 the state government endowment amounted to £13,000 and the special grants to £5,695. Since that year the state aid has been largely reduced and in 1898 the endowment was £9,000, while the special grants totalled £2,200.

Principally out of the endowment for evening classes a system of extension lectures to non-matriculants was commenced in 1886, first in the metropolis and afterwards in the country districts; later on it was extended to the neighboring state of Queensland. Many donations have been made to the university, representing a total of £60,000, exclusive of prizes which have become exhausted by award, and irrespective of increases in value. In addition a sum, £30,000, was left by Mr. Thomas Fisher for a library, and £6,000 was given by Sir William Macleay for a curatorsip of the Natural History Museum, presented by him to the university, and for which the state government has erected a suitable building.

There have also been bequests of property other than money to the estimated value of £51,000 up to the present time. Above all, Mr. John Henry Challis left his residuary estate to the university, subject to certain annuities. In December, 1890, the trustees handed over to the university the major part of the Australian portion of the estate, consisting of £199,362 in investments and £3,228 cash balance. Under this bequest the senate have created new chairs in law, modern literature, history, logic, and mental philosophy, anatomy, engineering, and biology, to which has been given the testator's name.

During 1896 Mr. P. N. Russell, of London (formerly of Sydney), devoted £50,000 to the purpose of endowing a school of engineering. The teaching staff consists of fourteen professors, twenty-seven lecturers, and eight demonstrators. The subjects over which professors preside are Greek, Latin, mathematics, chemistry, physics, geology and physical geography, physiology, anatomy, engineering, modern literature, logic and mental philosophy, biology, law, and history. The lecturers deal with geology and physical geography, metallurgy, Latin, modern literature, mathematics, architecture, surveying, mining, mechanical engineering and drawing, principles and practice of medicine, principles and practice of surgery, midwifery, diseases of women, materia medica and therapeutics, pathology, medical jurisprudence and public health, clinical medicine, clinical surgery, psychological medicine, ophthalmic medicine and surgery, equity, probate, bankruptcy, and company law, law of procedure (including evidence and pleading), law of status, civil obligations and crimes. There are also tutors in medicine and surgery, and a tutor to the female students. The demonstrators are appointed in chemistry, physiology, anatomy, biology, geology and physical geography, and physics.

From the foundation of the university to the end of 1901, 1,977 degrees of various kinds have been conferred, the highest number bestowed in any one year being 123 in 1894. The receipts from all sources in 1901 amounted to £25,766, and the expenditure to a little more. There is a women's college, also several denominational colleges, affiliated with the university, the fine pile of buildings constituting which occupies an elevated position in a park of 133 acres at the further end of the city. The number of students attending the various lectures in 1901 was 657. JOHN PLUMMER.

Sydney, Australia.

Educational New England.

NEW HAVEN, CONN.—At the seventeenth annual meeting of the New England Association of Colleges and Preparatory Schools, which closed October 11, 150 colleges and schools were represented. The conference limited itself to a discussion of admission examinations and the newly adopted schedule of English study in the secondary schools. The movement started last year to give Greek a secondary place in preparatory school curriculums was not taken up this year, it having been ascertained that the sentiment of the academies and schools was against any radical move in this direction at present. The invitation of the Association of Schools and Colleges of the Middle States and Maryland for a joint commission on regulation of entrance examinations in English was not accepted by the conference, the majority of the college presidents preferring to postpone action.

The report of the commission which met in New York, on May 10, to revise the list of English literature to be studied during the year in the preparatory schools of the country was adopted.

ADAMS, MASS.—At a meeting of the Adams Teachers' Association lately held, the following officers were elected: President, M. A. Arnold, principal of Renfrew school; vice-president, Mr. F. H. Carpenter; secretary-treasurer, Miss N. E. McNulty; and as an executive committee to act with the above officers, Mr. F. A. Bagall and Miss C. M. Richmond. The association is doing good work, and welcomes the co-operation of all teachers of the district to further this work.

NEW HAVEN, CONN.—The New England Association of Colleges and Preparatory schools at their last meeting, Oct. 11, elected the following officers: President, Elmer H. Capen, Tufts college; vice-president, W. M. Gallagher, Thayer academy, South Braintree, Mass.; secretary, Ray Greene Huling, Cambridge high school.

SOMERVILLE, MASS.—Mr. Geo. E. Nichols, who has been the master of the Highland school for twenty-five years, has been granted a year's leave of absence on account of ill health. Mr. J. Shennan Richardson has been elected temporary master in his place.

QUINCY, MASS.—Mr. Stacy B. Southworth has resigned his position as assistant in the high school, and Mr. Walter T. Bryant has been elected his successor.

Miss Florence Gamacke, also of the high school, has resigned. This vacancy and one already existing, have been filled by the election of Misses Martha F. Sawyer and Catherine W. Hall.

The vacancy in the Willard school, caused by the resignation of Prin. Chester H. Wilbur to accept a mastership in Chelsea, has been filled by the election of Mr. Edgar N. Copeland who has been principal of the Center school, Bridge-water.

CAMBRIDGE, MASS.—It is probable that several new courses will be adopted at the Harvard summer school for next year, and that there will be more continuity in the work, so that a connected plan may be followed out.

The plaster casts of German works of art acquired lately by Prof. Kuno Francke are arriving and the Germanic museum will be opened this month.

BOSTON, MASS.—The freshman class in the Massachusetts Institute of Technology numbers 511, an increase of 115 over last year. One of the most interesting features of the work in the institute is the steady increase in the number of college graduates who enter the course. This year there are 110 such students.

Dr. Charles N. Haskins, a graduate of the institute in the physics course in 1897, has been appointed instructor in mathematics. After graduating Dr. Haskins secured his Ph.D. at Harvard, and has since spent an additional year in study in Germany.

Mr. Ernest Miller, a graduate of Cornell, and later a student in Columbia, has been appointed an instructor in mathematics.

AUBURNDALE.—Dr. Homer B. Sprague becomes a member of the faculty of La Salle seminary and will teach the Shakespeare class. He was formerly headmaster of the Girls' high school, Boston, and later president of Dakota State university.

MIDDLETON, CONN.—Mr. Cady has succeeded Professor Rosa in the department of physics in Wesleyan university. He was graduated at Brown university in 1895, and was instructor in physics there for the next two years. He then studied abroad receiving the degree of Ph.D. from Berlin university in 1900. The last two years he has been connected with the Coast Survey, installing the magnetic instruments at Cheltenham, and serving as superintendent of the observatory.

MEDFORD.—The engineering school of Tufts college has made such progress within the last few years as to call for a general rearrangement of the program and the addition of several new men. Prof. Frank G. Wren has been made professor of mathematics and has been given the entire charge of the department in the school, thus relieving Prof. Benjamin G. Brown of this part of his work and enabling him to confine himself entirely to the college department. Professor Wren has been on the faculty for eight years and has had a large experience as a teacher.

Mr Harry G. Chase, a graduate of the college in 1894, and the secretary, has been made assistant in physics.

NEW HAVEN, CONN.—There are about fifty students enrolled altogether in the Yale School of Forestry. An anonymous friend has given money for the equipment of a physical laboratory for testing the strengths of timber and for other investigations. Prof. J. L. Touney has greatly enriched the herbarium from his own collection made eight years ago in Mexico and the Southwest.

Mr. H. K. Turner, 1,007 Paddock building, Boston, has charge of the New England school business of the Berlin Photographic Company. This company is having a large demand for works of the higher class for school decoration. It is their aim to introduce only such works as will satisfy the demands of art.

Colonel Wright's Installation.

WORCESTER.—The collegiate department of Clark university opened on October 9, with the inauguration of Pres. Carroll D. Wright. The delegates and professors of the university, about fifty in all, marched to the gymnasium in academic costume and took seats on the platform. Then Bishop Vinton conducted devotional exercises.

Senator George F. Hear spoke for the trustees and outlined the plan of the college with its relation to the university already in operation for advanced instruction and research. While Mr. Clark wished the university to begin its work in research in physics, chemistry, biology, and psychology, yet he had from the first a strong hope of the foundation of a college department which might prepare students for the more advanced work, and at the same time train young men for citizenship. The work of the college is now inaugurated to carry out this great purpose of the founder.

Clark university has demonstrated its aims.

right to live by its great success along the lines which it has marked out for itself. President Hall and his associates will not find either their funds or their activities curtailed by this new expansion; but rather broadened and strengthened by the enlarged facilities which will come to them thru larger resources. And they will find that the distinguished scholar who is now associated with them as the college president will also add to the power of the university.

Senator Henry Cabot Lodge dwelt particularly upon the responsibility of wealth. He also congratulated the university and the state as well upon securing so fine a scholar and eminent a publicist as the head of the department. These men of eminence upon the faculty are possible because Mr. Clark felt the responsibility that came to him thru his wealth, and he met that responsibility by the large endowment of this latest addition to the Massachusetts colleges.

President Wright outlined the policy of his administration. The college opens with seventy nine students as fresh men, of whom forty-six are residents of Worcester. The plan of the college is new to New England since the group system of studies has been adopted, whereby it is believed a student can accomplish as much in three years as in four by the old method. Harvard in the four years has required fifty one units; the new college is to grant the degree of A.B. at fifty. It is believed that this plan will secure all the benefits of the elective system while at same time avoiding some of its defects.

President Wright also emphasized the relation of the college to the public. This should be accomplished in fitting for citizenship, in short, in developing the Christian gentleman. And yet the college should be sought by the student for its own sake, that an enlarged view may come to all the relations of life. Thus the daily impress of the silent, subtle influence of the college life becomes the most powerful element in the development of the student.

A New Woman's College.

Simmons college, Boston's youngest educational institution for women, has formally opened. Mrs. Sarah Louise Arnold is the president. 125 young women were enrolled the first day, some from distant points, others from adjoining towns and cities, and the majority belonging in the city.

The courses are professional, collegiate, and special, the first two leading to graduation and requiring four years for the completion, and the third being open to those who can give only a portion of their time to the work of the college.

Other courses will be household economics, secretarial course, library course, science preparatory to medicine, science preparatory to nursing. In addition, the corporation is contemplating opening courses in applied art, horticulture, and agriculture. An advanced course of one year household economics will be offered to graduates of colleges and to such others as may present an equivalent preparation or experience.

President Harper announced to the students of the University of Chicago that, before the end of the year, he hoped that the plans for a great school of technology would be fully worked out.

CARLISLE, PENN.—Mr. Davidson Eckets died on October 10, at the age of eighty. He had taught in the schools of Carlisle for nearly sixty years, and a few years ago was placed, on account of age, on the supernumerary list filling vacancies at odd times for the regular teachers. In his day as principal of the high school he has turned out some very efficient scholars.

In and Around New York City.

The regular meeting of the New York Educational Council will be held at New York university, Washington Square, on Saturday, October 18, at 10.30 A. M. "A Voice from the Past," is the subject of a paper by Dr. William L. Felter of Brooklyn, to be followed by a discussion and the usual lunch at Hotel Albert.

Gen. Alexander S. Webb has resigned his position as head of the College of the City of New York. He has for thirty-three years filled this post. There have been several applications for the presidency. Gen. Webb is a graduate of West Point with the class of '55. He fought with the army of the Potomac, was wounded at Gettysburg, and later fought in the battle of the Wilderness, and was retired at his own request in 1870. Plans for five new buildings are practically complete, and will soon be made public.

The Male Teachers' Association is desirous of bringing together all men interested in public education in New York, and with this end in view have arranged a series of four dinners for the third Saturday night of October, November, January, and March. Tickets for the course and other information can be obtained of L. M. Burdick, 467 West 16th street. At the first dinner, October 18, Mayor Seth Low, Supt. W. H. Maxwell, and Dr. Isaac H. Stout, or some member of his staff of state institute instructors will be the speakers.

The examination for license No. 1 will hereafter be stricter in conformity with the growing needs of practical ability. In addition, therefore, to the regular professional questions heretofore set, there will be an oral examination, as a test of the ability to teach music, sewing, physical culture, drawing, and manual training. The tests in these subjects, which are the special branches of the course of study, will be strictly practical in character and designed rather to determine the teacher's ability to sew, etc., than to find what she can write about sewing. The professional examination will be unchanged in character.

This follows, as a necessity, from the newer character of the training schools, which demand thorough instruction in these branches.

Owing to the death of Mr. J. H. Twachtman there will be a change in the afternoon classes of the Art Students' League, in Antique and Painting. The afternoon class in Antique will be taken by Mr. George W. Breck, and the portrait and painting class by Mr. Frank DuMona.

Justice Gilderleeve has handed down his decision in the Supreme Court that a school teacher cannot claim pay from the board in case of illness. He holds that the deduction from salaries made on account of absence is devoted to the teachers' retirement fund, and that the board has the power to make these deductions if it sees fit.

Prof. A. McLouth has arranged very interesting and effective courses in German to be given during the present college year of New York university, beginning Oct. 11, at 10 A. M. These courses are specially intended for teachers, and are divided into two parts. First, a course in the history of German literature, and next a course in the methods of teaching modern languages, which will include the history and advantages and disadvantages of the "natural" phonetic, psychological, grammatical and reading methods. The Ottendorfer Germanic Library in connection with the university containing 10,500 volumes on the German language and literature, offers excellent opportunities for reading and investigation.

Dr. R. Tombo, Sr., of Barnard college, will open a class in practical German, intended for students who have a reading knowledge of the language, and some understanding of spoken German. This is intended as an extension course, and will be held from 9 to 10.30 A. M., at Teachers college, and will consist of topics discussed in German from literature, history, and education.

Dr. Leopold Bahlsen, of Berlin, special lecturer for the present year in Teachers college, will give two courses of lectures on the theory and practice of teaching French and German in secondary schools. In French the lectures and discussions will take place on Mondays and Wednesdays at 3.30 P. M., and in German at 10.30 on Saturdays. The courses are open to any persons not attending at Teachers college on payment of the usual fee for either. It will be shown how to teach pupils the practical use of a foreign language and will introduce teachers to the best ideas of French and German life and culture, literature, and history.

Dr. Ludwig B. Bernstein, instructor in DeWitt Clinton high school, has published a strong and comprehensive plea for modern languages in the elementary schools. He takes up the arguments adduced by the abolitionists one by one, and answers them in a clear and scholarly way, bringing out the educational value the studies are bound to possess under favorable conditions.

Charles B. J. Snyder, superintendent of buildings, has instructed the department engineer to be ready to report to him on the use of oil for the heating of schools. It would not seem that a shortage of coal for school purposes is absolutely to be feared, but this precaution has been taken to avoid any such occurrence.

A course of lectures will be given during the coming winter, at the New York Trade school, that should prove very useful to journeymen steam engineers, and most attractive and instructive to others. These lectures will be given every two weeks, beginning on Wednesday evening Oct. 22, at 8:15 P. M. They will be conducted by Arthur A. Hamerschlag, the price for the season being very reasonable. For information apply to the school, First avenue, 67th and 68th streets.

Seven new scholarships of \$100 a year each have been given to Cooper Union. They will be known as the O'Rourke, Landy, and Hewitt Eightieth Birthday scholarships, the latter being given by Jacob H. Schiff. The free classes at the institute have begun with very large attendances, both in the day and evening sessions.

The Rev. Dr. Huntington, of Grace church, has offered the use of a portion of the parish house, 415 E. Thirteenth street, for school purposes gratis. This offer has been accepted by the board, and will provide between 300 and 400 sittings in a part of the city where they are much needed.

The hall in the Judson Memorial, in Washington Square, as well as the basement of the Mariners' Temple, near Chatam Square, have been offered free of charge, to the educational department, by the Rev. Edward Judson, pastor of the Memorial Baptist church. President Burleigh has referred the matter to the appropriate committee, and has expressed the appreciation of the board of education of the timely action of Mr. Judson.

Before the board of aldermen, upon the presentation of a request by the board of education for \$100,000 for coal, John T. McCall, while in favor of the appropriation, said that if the coal strike is not settled before cold weather he would offer a resolution to close all the public schools,

and to distribute the coal they would use among the poor. "Children cannot be sent from warm schools to cold homes. They will die of pneumonia." The mayor informed President Burleigh of a telegram from Wales offering to deliver 100,000 tons of coal at \$9 a ton. The board will order the whole amount.

Miss Alice M. Abbott, a teacher in the Oak Side public school, has been nominated by acclamation by the Democratic convention for the position of school commissioner in Westchester county.



Prince Chas. Hasse, P. S. 2, Brooklyn, who will succeed Dr. Edson as a district superintendent in New York city.

An Interesting Experiment in Grading.

Dr. Albert Shiels, principal of Grammar School No. 40, borough of Manhattan, is working out an experiment in grading which will enable a large proportion of pupils to complete the present work of the grammar grades in a considerably shorter time than is usually consumed, without leaving gaps. His plan permits the bright children to go on as rapidly as they are able, and allows the slower children all the time they need without sending them back to spend half a year in going over a grade the second time.

The plan may be illustrated by taking a grade which Dr. Shiels designates as "5b—".

The "5" means pupils of the fifth year grade.

The "b" means the work properly belonging to the second half of the fifth year.

The "—" means that the pupils of this grade have not yet completed the work of the first half of the fifth year, but that they will try to do that work in two and a half months instead of five and will then go on and complete, in the remaining two and a half months if possible, the work regularly belonging to the second half of the fifth year. Thus they will gain one-half of a year.

Some will, some will not. And here comes a second important factor in the scheme. The bright ones are not segregated by themselves, which would be unhealthful and the dull ones are not left without the stimulus of bright classmates to spur them on.

At the close of the term this grade designated as "5b—" at the beginning, will divide up as follows:

(1) A certain per cent, perhaps a third, who have mastered the work will enter the sixth year grade.

(2) A certain per cent, who have not completed the work satisfactorily, but who will, probably, be able to do so by going rapidly over it in two and a half months with a class of bright children from a grade below who have not yet had the work. These two classes of children will form a grade designated "5b+."

(3) Yet another class will be the dull ones who will have to go over the five months' work of the second half of the

fifth year in the regular five months time, leisure hours. It is especially the younger This class will be known simply as "5b." and unmarried men who value the city for such attractions.

Thus all are promoted at the end of the term, some to a fast, some to a slow class, according to their ability.

Still greater adaptation to individual ability may be secured by changing pupils from one class to another. Thus if a pupil in a rapid class is found unable to keep up he can be transferred to a slower class without having to be put back. And again, if a pupil in a class scheduled to take five months for a given amount of work develops ability to proceed faster he can be transferred to a more rapid class.

Dr. Shiels has the sympathetic co-operation of his teachers in making this experiment and there is every indication that it will be a success; but it is one that will take three or four years for completion.

The amount of work involved in the grading of the course of study for such a plan may be imagined when every teacher must have her section of work so carefully defined that it will fit with the nicety of a mosaic into the complete whole.

New York a Center of Learning.

The *Sun* says rightly that there are more teachers of colleges and universities in New York than in any other city of the Union, and the city has come at length to attract strong men of the teaching profession. In pay and position, all things considered, professors here are not better off than in other large cities. Indeed, considering the expense of living in New York, they would be much worse off but for the liberal pension system that has been adopted by the universities of the city.

Few professors receive a salary of more than \$5,000 a year, and many receive considerably less. Those below the rank of heads of department receive from \$500 to \$3,500 a year.

In spite of these very moderate salaries men are constantly attracted from the rural colleges and universities of other cities to the institutions of New York. Some come with the hope of promotion. Salaries are so low in the rural colleges that a professorship of \$5,000 a year in New York, despite the cost of living here, leaves some men better off than the lower pay and more moderate expense of living in smaller places.

Then, too, there is a better opportunity of earning something in outside work here than in the country or in smaller cities. It might be thought that a professor whose outside work is usually writing of some sort would do as well in one place as another, but a chair in a metropolitan university attracts more attention than a corresponding chair in a rural college.

Besides, there is editorial work of various kinds to be done. Some rural professors come to town in the summer to work on encyclopedias and other publications.

Within the last few years the great and growing libraries of New York have begun to attract scholars, and rural professors are anxious to find employment here in order to have access to the opportunities they offer for investigation. One such professor accepted a very subordinate place at a low salary in a New York institution not at all widely known, mainly because he wished to have access to the libraries of the city.

Those in authority encourage such men to come to New York, and the libraries are open to all genuine investigators. This source of attraction is growing with great rapidity.

A few professors are attracted to New York by the human interest of the city. Within the past twenty years the professor has become much more a man of the world than his predecessor of fifty or seventy-five years ago.

To such men the life of the streets and of the best clubs has a great attraction in

leisure hours. It is especially the younger and unmarried men who value the city for such attractions.

The rural professor is a little appalled at the cost of living in New York, and especially at the scale of rents. Accustomed to paying \$200 or \$300 a year for a comfortably large house with lawn and garden attached, or perhaps to living rent free in such a house attached to the grounds of his rural college, he can hardly believe that he is expected to pay from \$600 to \$1,000 a year for a cramped apartment of six or eight rooms well up-town.

Fifty-four Years a Teacher.

It is a pleasure to be able to speak of such a record as the following in the professional ranks of the teachers: Mrs. Eliza J. Eveland, principal of the primary department of Public School 2 in Jersey City, has resigned after a life work of fifty-four years in that city.

Here and There.

EVANSTON, ILL.—Dr. Edmund J. James will be inaugurated as president of the Northwestern University on Oct. 19. This university has entered on the second half century of its existence and has been doing noble work in the educational world, over 8,000 having graduated in this time.

PITTSBURG, PA.—The pedagogical section of the Academy of Science and Art, Pittsburgh, offer a very interesting program for their second year's work. Meetings will be held on the second Tuesday evening of each month beginning Oct. 14, in the Carnegie Institute, and should be largely patronized by the teachers and others interested in education.

There is a regular program of study, and the following themes will be investigated and discussed:—Imitation and Suggestion in Mental Development. Education thru Play. The Place of Temperament, The Feelings in Education. Habit in Education. Formal Education of the Will. Sensory and Motor Training. The Power of Attention and its Training.

Last year proved very profitable, and it is earnestly desired that the sphere of influence should be enlarged. No teacher that is alive to educational possibilities ought to absent himself. There will be three public lectures given during the year by some of the leading educators of the day.

The total number of students at Stanford University is now 1,308, an increase of 161 over last year. Many came from the far Eastern states. All the new buildings are being rushed to completion, as space is badly needed for lecture rooms. The huge dormitories are also crowded. Thirteen marble busts from Italy were received this week and placed in position in Thomas Welton Stanford library, at Palo Alto. They include Cicero, Galileo, Canova, Newton, Shakespeare, Pope, Ericsson, Longfellow, Grant, and Edison.

Texas Forging Ahead.

GALVESTON, TEX.—Many cities in Texas have recently issued bonds for the building of new schools, or the furthering of educational work. Austin, Mineola, Weimar, Forney, Timpson, Bridgeport, Big Springs are to the front and represent an expenditure of nearly \$100,000. A county high school has been established in Harris county, being the first establishment of this kind in the state.

Dr. H. A. Shands, professor of English in the Southwestern University, at Georgetown, has returned to his duties after a year spent at the Halle-Wittenberg university, in Germany.

Over forty-four per cent. of the teachers applying for summer normal certificates

have been successful, a gratifying increase over last year.

The Sam Houston Normal Institute, the pioneer normal of the state, opened with a very large enrollment.

The educational assets of the state total up to \$45,071,876, the interest of over \$40,000, of which will be spent on the public schools. These funds are invested in state, county, railroad, and other bonds, and constitute a permanent endowment of the educational institutions of the state.

Bible Barred from Schools.

OMAHA, NEB.—The Supreme Court of Nebraska has handed down a decision which will prevent the reading and studying of the Bible, the singing of hymns, and the reciting of prayers in the public schools of the state. The suit has been in the courts for several years, and was brought by Daniel Freeman, of Gage county, who objected to his children attending a school where religious exercises are taught or practiced. The decision hinged solely on whether or not the exercises were religious and sectarian. The court holds they are both. The section of the state constitution bearing on the subject forbids exercises by a teacher in a public school in a school building in school hours, and in the presence of the pupils, consisting of the reading of passages from the Bible, or in the singing of songs and hymns, or offering prayers to the Deity, in accordance with the doctrines, beliefs, customs, or usages of sectarian churches or religious organizations. Daniel Freeman, the complainant, is the original homesteader of the Union, having taken out Homestead No. 1 many years ago.

Central Association of Physics Teachers.

At a meeting of the physics teachers of about a dozen schools in the spring of 1902, a committee was appointed to ascertain the feasibility of organizing an association among the teachers of physics of the Central States. The responses to nearly five hundred circulars sent out were so heartily in favor of such an association that a meeting was held at Chicago, on June 7, 1902, for the purpose of effecting a formal organization. At this meeting, representatives from twenty-five schools being present a constitution was adopted and the following officers elected.

President, Chas. H. Smith, Hyde Park high school, Chicago.

First Vice-President, Franklin H. Ayres, Central high school, Kansas City, Mo.

Second Vice-President, C. F. Adams, Central high school, Detroit, Mich.

Secretary, C. E. Linebarger, Lake View high school, Chicago.

Treasurer, E. C. Woodruff, Lyons Township high school, La Grange, Ill.

Much enthusiasm was exhibited at the meeting and it was the firm belief of those present that great good would result from such an organization. It was decided to hold a meeting the Friday and Saturday following Thanksgiving and also one during the spring vacation. The features of the meetings are to be (1) an address by an advanced teacher and investigator in the field of physics, (2) short papers and discussions on practical experiences in teaching, (3) visits to laboratories and manufacturing plants, (4) exhibitions of physics apparatus by dealers and manufacturers, (5) informal banquet, Friday evening.

Preparations are already being made for a grand rally of the physics teachers of the Central States during Thanksgiving week, and all in that territory are requested to send in their applications for membership at once to the secretary so that they may be promptly acted upon by the executive committee. Secretary's address, 740 Cullom avenue, Chicago, Ill.

Notes of New Books.

Psychology for Teachers. There are two distinct classes of books on psychology. The one presents pure psychology, and the other, psychology as applied to the art of teaching. In the one case the treatment aims to advance our knowledge of the facts and laws of mind; in the other, well-established truths only are presented and with special reference to their application in teaching. To the latter class this volume, by J. N. Patrick, clearly belongs. The book is characterized by a clear and simple statement of the fundamental truths of psychology, by their abundant illustration, and especially by the full treatment of how the various mental powers are to be developed in connection with school exercises. While many illustrations of the principles and laws of mental growth are presented, the reader is frequently called upon to show his comprehension of the subject by giving additional illustrations. Numerous quotations are made from Sully, Fitch, James Ladd, Dewey, Davis, and other writers, a course that has some advantages in a work of this kind. The writer has kept close to the aim of the book as suggested by the title—*Psychology for Teachers*. For training classes, normal schools, and teachers pursuing the subject by themselves, the book should be useful. (Educational Publishing Company, Boston.)

Handbook of Best Readings, selected and edited by S. H. Clark. In the preparation of this manual a double purpose has been kept in mind, the presentation of selections that are true literature and at the same time such as admit of being read aloud. In a valuable introduction the editor discusses at some length the relation of vocal expression to literary interpretation. He emphasizes the idea that the attempt to give correct oral expression to a piece of literature is sure to lead to a better interpretation of it, and that such rendering is one of the best tests of a proper understanding of it. The selections, of which there are more than a hundred, present a wide range of material in both prose and verse, and are well adapted to the purpose in mind. (Charles Scribner's Sons, New York, 561 pages. Price, \$1.50 net.)

People in this age of the world ought to be cultured, for the editions of cheap classics, from those in paper covers to those more expensively bound, are numerous. The Pocket Series of English Classics is one of the most satisfactory series, at a medium price, to be had. They are handy in size, small enough to be carried in the pocket, bound in levantee, and the print is large and clear.

Among the volumes in the series is *Shakespeare's As You Like It*, edited with introduction and notes by Charles Robert Gaston, teacher of English in Richmond high school, New York city. There is a brief biography of the dramatist, a description of the stage in Shakespeare's day, an account of the materials from which the story was drawn, an analysis of the verse structure, subjects for compositions drawn from the play, and a bibliography for the use of those who wish to go deeply into the study. The notes are provided with an excellent index, so that the explanation of any word or phrase can be referred to instantly.

Another book of the series is *Early American Orations, 1760-1824* edited with introduction and notes by Louie R. Hiller, instructor in English in the De Witt Clinton high school, New York city. This includes representative orations of leading men from Otis to Clay, with brief sketches of each; also a list of books for collateral reading, a chronological table, etc. (The Macmillan Company, New York. Price, \$0.25 each.)

Government; its origin, growth, and form in the United States, with special treatment of the constitution and government of New York state, is an important contribution to the list of text books on this subject by Robert Lansing, B. A., attorney at law, and Gary M. Jones, M. A., principal of the Watertown, New York, high school. The combined work of this lawyer and this school man, as seen in the volume, we think will prove highly satisfactory to teachers. It is constructed differently from most text-books on civil government. As the general student is more familiar, thru the study of history, with the forms of the federal government than he is with the local governments, the national government is treated first. But before taking up the study of our government the student is familiarized with those forms on which all governments rest, and with the source and growth of free institutions in England and her colonial possessions in America.

The abstract principles are defined and explained by appropriate illustrations and the growth of civil liberty is traced historically from its Anglo-Saxon origin to its final development in the constitution of the United States. A critical and analytical study of the American constitution is made, with such historical references as are necessary to explain its provisions. Book I. closes with a concise review of the principles of international and municipal law.

Book II. treats of the government of the state and its political divisions; also of the origin and growth of local governmental institutions, such as the county, town, and city. Taxation, corporations, and similar subjects are given special treatment and the jurisdiction and procedure of courts of justice are explained. A chapter is devoted to the growth of political parties and their place and importance in popular government, together with the mode of conducting primaries, conventions, and elections. Following this the rights and duties of an American citizen are defined, clearly and concisely.

It will be seen that it is a complete, and, in our opinion, a satisfactory outline of the subject such as every American citizen should be familiar with. It is suitable for classes that have obtained as a basis a good knowledge of the history of our own and other lands. (Silver, Burdett & Company, Boston, New York, and Chicago.)

Wandering Heroes is one of the earliest volumes of a unique series of readers published under the general title *Stories of Heroes*, and edited by Charles B. Gilbert. The aim of these volumes is to give young readers a series of pictures of society in the different stages of its development, beginning with the lower and advancing to the highest. The mythical heroes are presented in the first volume; then follow in order the wandering heroes and those of chivalry, of conquest and empire, of discovery and science, and of freedom. *Wandering Heroes* gives stories of nomadic life. Three types of wanderers are represented, the pastoral, the religious, and the warlike. The style of composition is simple, straightforward, and interesting. The book is well made and attractively illustrated. Children, as a rule, manifest a keen interest in stories, real or imaginative, which set forth human nature in action. When grouped, as in the present instance, in such a way as to impress upon the reader the characteristics of an age in the development of any people, such stories must have large educational value. *Wandering Heroes*, prepared by Lillian L. Price. (Silver, Burdett & Co., New York.)

Yourself, by H. A. Guerber, is a practical guide to physical, mental, and moral health. In it are facts that children ought to know, and that parents ought to teach them. Home education on this line is too often neglected, either thru a false modesty or a lack of the essential knowledge. There is an imperative need of pure instruction on the functions of the various parts of the body, and on the chief characteristics of physiognomy. Couched in the simplest language, *Yourself* treats these things plainly, while at the same time it inculcates purity of body and mind. Many of the problems that daily confront adults in dealing with children are solved, and it has been carefully adapted for the use of both sexes at home and at school. (Dodd, Mead & Company, New York. Price, \$1.20.)

Scott's Lady of the Lake. Nearly twenty years ago Ginn & Company began to publish a series of English classics for use in the public schools. One of the first numbers of the series to appear was Scott's *Lady of the Lake*. It was believed that "the beautiful descriptions of scenery, the vivid pictures of life, and the charming melody of rhythm" would make this poem especially suited to interest the young. The correctness of this judgment is confirmed by the fact that the poem has constantly been growing in favor, and is to-day very widely used in the schools. The present edition by Edwin Ginn contains a helpful essay on "Classics for Children," the life of Scott abridged from his autobiography, another account abridged mainly from Lockhart and Hutton, and an account of the Highlanders and Borderers of Scotland. Each canto is preceded by a good analytical outline. The notes are placed at the bottom of the page to encourage their use while reading the poem. They are intended to give young readers so much information only as is necessary to an intelligent reading of the poem. This book, like all of the series, is now bound only in cloth. (Ginn & Company, Boston.)

Don't think that eruption of yours can't be cured. Take Hood's Sarsaparilla. It makes the weak strong.

Literary News Notes.

Houghton, Mifflin & Co., have issued their autumn list of publications, with more than fifty new books. The authors' names are sufficient guarantee of the value of the books both in general reading and its higher branches. Most of the names are well known:—

John Fiske, T. B. Aldrich, Bret Harte, John Burroughs, T. W. Higginson, Clara Louise Burnham, Elizabeth Stuart Phelps, and Professor George E. Woodberry. Among the newer authors may be mentioned Burton E. Stevenson, Guy Wetmore Carryl, the Baroness von Hutten, and Mabel G. Foster.

The Atlantic Monthly in its October number has among other attractions discussions of the following topics: "A Study of Local Option," by Frank Foxcroft;

"Montaigne," by H. D. Sedgwick, Jr.; "Russia," by H. H. D. Pierce; "Commercialism," by Edward Atkinson; "Democracy and the Church," by Vida D. Scudder. "Memories of a Hospital Matron" and "Our Lady of the Beeches" are continued stories. There is some very interesting reading in "The Contributors' Club." Altogether we have a fascinating number.

St. Nicholas for October contains eight stories, instructive and amusing; selections of verse, and the letter and riddle boxes. A very useful feature of the magazine is "Nature and Science for Young Folks," with excellent illustrations. "The St. Nicholas League" offers competitions in poems, stories, and pictures, with valuable prizes, the contributions to which show unusual merit and encouraging progress. Among the illustrations we notice two by Margaret Ely Webb, whose dainty outline work is meeting with much favor.

Pearson's October number offers in fiction and higher reading an entertaining supply. "The Story of the States" opens the magazine, and is beautifully illustrated by photographs. "The Dudley Dynagraph Car," and "Modern Fire Protection" are two realistic articles. "A Knave of Keys," "Bill's Best Beloved," "True to the King," and "Pearl Maiden," supply the most fastidious taste in fiction.

Harper and Bros., in their *Weekly*, offer the reading public a large choice of interesting and instructive matter, suited to the wants of the scientist, the economist, and the general reader.

R. H. Russell announces a large number of interesting publications. The annual catalog will shortly be ready and will be a beautiful specimen of fine printing, with a cover in color by Maxfield Parrish and illustrations by Charles Dana Gibson, Frederic Remington, Howard Chandler Christy, Thomas Mitchell Peirce, Louis Rhead, and the majority of the best artists of America. Mailed free to any address upon application.

The Delineator for November presents an inviting display of fashions, literary features, and domestic matter. With the paper on Dante, one of the best in the whole collection, the stories of authors' loves end in serial form. In Thyra Barrick, Mrs. Barr's novel, the actions become rapid and dramatic, and the reader's interest is kept at high pitch. The character development of the chief personages is wonderfully fine. Another collection of historic and other pitchers will delight china lovers. J. Parmly Paret, the well-known player, has furnished for the athletic series an article on tennis for women. For the children the pastimes are usually entertaining, and in addition to a natural history sketch, there is a delicious nonsense story by Carolyn Wells, illustrated by Strothmann. The various departments, fancy work, housekeeping, etc., are up to their usual high standard.

The *Second Reader* of the Novello Music Course, edited by Francis E. Howard, has been issued, on the same lines as the preceding books. A worthy point of notice in these editions is that they are rich in literature and music, and are gathered from many divergent sources, thus giving a wide education in themselves. In the appendix is found a concise biography of the writers whose works are used, and also a full vocabulary of musical terms. Special days, seasons, and patriotic days find a representative place. The print is very distinct, and the exercises well graduated.

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as they contain nothing harmful or stimulating but only the natural digestives.

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of nerve power, a building up of lost tissue and appetite, in the only way it can be done, by the digestion and assimilation of wholesome food.

Music Education is the title of a book written by Calvin B. Cady, the idea of which is to teach the true conceptional development of music-idea itself. The study of music is in itself very abstract, and music conception is a keen test. In this publication, an effort has been made to present the objects and facts of music-education simply in outline, but sufficient to illustrate the principles perfectly. Naturally it takes up the matter from its monophonic side only, leaving to a later age the polyphonic. A good point is the leaving of every other page blank, that the teacher may make handy memoranda. The system certainly seems to lead on to a scientific understanding of music, and has stood the test of practical experience. (Clayton F. Summy Co., Chicago.)

Few People Realize

The Danger in That Common Disease, Catarrh.

Because catarrhal diseases are so common and because catarrh is not rapidly fatal, people too often overlook and neglect it until some incurable ailment develops as a result of the neglect.

The inflamed condition of the membrane of the nose and throat makes a fertile soil for the germs of Pneumonia and Consumption, in fact catarrhal pneumonia and catarrhal consumption are the most common forms of these dreaded diseases which annually cause more than one-quarter of the deaths in this country.

Remedies for catarrh are almost as numerous as catarrh sufferers but very few have any actual merit as a cure, the only good derived being simply a temporary relief.

There is, however, a very effective remedy recently discovered which is rapidly becoming famous for its great value in relieving and permanently curing all forms of catarrhal diseases, whether located in the head, throat, lungs, or stomach.

This new catarrh cure is principally composed of a gum derived from the Eucalyptus tree, and this gum possesses extraordinary healing and antiseptic properties. It is taken internally in the form of a lozenge or tablet, pleasant to the taste and so harmless that little children take them with safety and benefit.

Eucalyptus oil and the bark are sometimes used but are not so convenient nor so palatable as the gum.

Undoubtedly the best quality is found in Stuart's Catarrh Tablets, which may be found in any drug store, and any catarrh sufferer who has tried douches, inhalers, and liquid medicines, will be surprised at the rapid improvement after a few days' use of Stuart's Catarrh Tablets which are composed of the gum of the Eucalyptus tree, combined with other antiseptics which destroy the germs of catarrh in the blood and expel the catarrhal poison from the system.

Dr. Ramsell in speaking of catarrh and its cure says: "After many experiments I have given up the idea of curing catarrh by the use of inhalers, washes, salves, or liquid medicines. I have always had the best results from Stuart's Catarrh Tablets; the red gum and other valuable antiseptics contained in these tablets make them, in my opinion, far superior to any of the numerous catarrh remedies so extensively advertised. The fact that Stuart's Catarrh Tablets are sold in drug stores, under protection of a trademark, should not prejudice conscientious physicians against them because their undoubted merit and harmless character make them a remedy which every catarrh sufferer may use with perfect safety and the prospect of a permanent cure."

For colds in the head, for coughs, catarrhal deafness and catarrh of the stomach and liver, people who have tried them say that Stuart's Catarrh Tablets are a household necessity.



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for
Wedding Gowns
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The *Select Poems of Coleridge*, chronologically arranged and accompanied with interpretative notes, by A. J. George, editor of the "Select Poems of Wordsworth," and "Select Poems of Burns," is announced for immediate issue by D. C. Heath & Company, publishers, Boston.

The Macmillan Company with their usual vim are offering the general reading public a noteworthy selection of books, instructive, attractive, and humanistic. "The Henchman," "The New Empire," "Bird-Lore," "Kotto: Japanese curios," "Stories in Stone from the Roman Forum," "How to Sing," "The Battle with the Slum," "The Loyalists in the American Revolution," are but a sample of what is provided.

F. M. Lupton, New York, publishes a catalog of books furnished by him, for premiums, at a very reasonable cost. The list is large, and selection almost unrestricted. Many of the books are new this season.

From the *Pathfinder* we gather the following item with regard to illiteracy:

The three Slav countries, Russia, Roumania, and Servia have over 80 per cent. illiterates. In Spain, the illiterates number 65 per cent.; Italy, 48; France and Belgium, 14; Hungary, 43; Austria, 39; Ireland, 21; Holland, 10; England, 8; Scotland, 7. In Germany only 1 per cent. are illiterate, while in Bavaria, Baden, and Wurtenberg, as well as in Scandinavia, the classes with no education are now practically extinct. In the United States the white population shows 8 per cent. of illiteracy.

A curious paper is the *Aglaia Ilunainortut*, edited by a Moravian missionary in Greenland. It is published six times a year from December to May, for in June all its subscribers hurry away to their fishing and seal hunting, and get beyond the reach of distribution.

The appearance of the *Natural Course in Music* marked a new epoch in methods of instruction. It is carefully graded and contains the finest selections from classic and modern music. The pupil is trained not only in sight reading and singing, but is made acquainted with the best that has been written. Rhythm, tone-production, chromatics, and dictation exercises form a conspicuous part of this course. "Songs of All Lands" is a collection that will prove entertaining and educational. A

new descriptive circular has just been issued by the publishers, the American Book Company, New York.

A monograph, *The Conduct of Composition Work in Grammar Schools*, by Mr. Henry L. Clapp, of the George Putnam school, Boston, will be welcomed as a practical help by all teachers. It contains in compact form methods, topics, suggestion, and samples of pupils' work. It is published by D. C. Heath & Co., Boston.

Essentials of English Composition, by Horace S. Tarbell and Martha Tarbell, is designed for grammar schools and lower classes in high schools. All superfluity is omitted and essentials retained, and all the theory needed for direction and the materials for abundant practice find a place. The book has been practically tested in the school-room, and has satisfactorily demonstrated its fitness to the learner's capacity and the teacher's convenience.

Miscellany.

The San Francisco museum has been enriched by one hundred specimens of Indian relics from the Magin reservation. Among them is an ancient firestick, used for kindling fires by rapidly twirling its pointed end on a block of wood. There are water bottles of basket work, sacred paraphernalia, rare stone household utensils, and other very valuable specimens of times anterior to civilization.

HOLLY SPRINGS, MISS.—The committee appointed by the Presbyterian General Assembly of Mississippi are endeavoring to choose a suitable site for their new State college. Either this place or Pontotoc, Miss., will get the choice.

BRYN MAWR, PA.—Mr. Samuel A. King, M.A., University of London (Eng.) special lecturer at Johns Hopkins in elocution in 1901, and at the University of California 1902, will give instruction in diction and enunciation; and Pres. M. Cary Thomas will lecture one hour a week in English literature.

MONTRÉAL, QUE.—McGill university opened with a large increase in numbers, that in medicine being particularly noticeable.

The chair of hygiene is still vacant, but the faculty have three bacteriologists in view—Dr. Balfour of Edinburgh, Dr. Abbott, of Philadelphia, and Dr. Westbrook, of Minneapolis—all of whom have obtained an enviable position in medicine and pathology.

The Columbia School Supply Company of Indianapolis, have been receiving some large orders lately for their physical laboratory equipments. That these are growing in favor is realized from the large distribution of their orders.

"Esperanto," the universal language invented by Dr. Zamenhoff in 1877, seems to be making headway. Its structure is very simple, having few roots and only seventeen grammatical rules. It can be acquired, it is said in a few hours. At the present its adherents number eighty thousand, mainly among Latin races, and it has

Aching Joints

In the fingers, toes, arms, and other parts of the body, are joints that are inflamed and swollen by rheumatism—that acid condition of the blood which affects the muscles also.

Sufferers dread to move, especially after sitting or lying long, and their condition is commonly worse in wet weather.

"It has been a long time since we have been without Hood's Sarsaparilla. My father thinks he could do without it. He has been troubled with rheumatism since he was a boy, and Hood's Sarsaparilla is the only medicine he can take that will enable him to take his place in the field." **MISS ADA DORTY, SIDNEY, IOWA.**

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five publications as a means of promoting its use. There is one published in Canada called "The Lumo," others in France, Hungary, Bulgaria, and Spain.

The "Angel Flight," in Los Angeles, Cal., is considered the shortest street railway way in the world. The residence portion of the city, Olive Heights, must be reached either by a long detour or the climbing of a great number of steps. Up this incline now runs a trolley, where the fares are, one ride, five cents; three, ten cents; ten, twenty-five cents; one hundred, one dollar. The road is 350 feet long and rises 100 feet in this distance, and is built on the automatic turn-out system.

It may not be generally known that there is in Mott street a school for the Chinese, carried on in a style similar to those in Canton. After much difficulty the Chinese of the district obtained a teacher, and the approved native methods hold sway. On entrance each child receives a school name which he keeps till he is twenty-one. The children are taught respect for others from the start. Books are seldom used in the first two years, the blackboard, the slate, or paper are the means. Facts are poetically conveyed by the teacher to the scholars who repeat it and learn it quickly or suffer the penalty. Three couplets a day, increased to twenty form the day's work. The children recite in chorus with a result delecting to the onlooker.

MT. VERNON, N. Y.—The school board has purchased 2,000 oil soaked railroad ties to heat the schools.

Scholarships for Kindness.

The Misses Ethel Mensch and Emma Faulker, of Magnolia, Del., were clerks in a bathing pavilion at Ocean Grove last summer and one day rendered a special service to Professor Scott, one of the faculty at Syracuse, who rewarded them with scholarships at the university.

A Mountain of Baggage.

Few persons appreciate the tremendous passenger business that is being handled by the railroads. Here is an illustration that will open the eyes of some:

For the first six days of September there were received at the New York Central's Grand Central station, New York, 34,259 pieces of baggage, an average of 5,700 pieces per day. During the second week of September the average was a little over 3,000 pieces per day. The baggage came in so rapidly and there was such an amount of it to be handled in a comparatively small space that it was with the greatest difficulty that the platforms were kept clear for incoming trains.

The first week in September is always the heaviest week in the year; so many people returning on the first of September from the lake and mountain resorts, in order to put the children in school, that it makes an immense traffic. The fact that this great amount of baggage was handled with reasonable promptitude, and that very few trunks were either lost or seriously damaged, speaks volumes for the efficiency of our transportation lines.

Alfred Bailey, M.D., Fall River, Mass., in a letter of recent date, writes: I have had splendid results from five grain anti-kamnia tablets in rheumatic gout, as well as la grippe. Antikamnia tablets offer a most convenient remedy for all nerve pain, particularly neuralgia and headaches, two tablets being the adult dose.—Massachusetts Medical Journal.

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Cruel Methods

Of Treating Piles and Rectal Diseases.

The old methods of treating piles by the knife, by ligature or dilatation, besides causing intense pain and frequently collapse and death, are now known to be worse than useless as far as actually curing the trouble is concerned.

Derangement of the liver and other internal organs, as well as constipation, often cause piles, and it is a mistake to treat it as a purely local disease; this is the reason why salves and ointments have so little effect and the widespread success of the Pyramid Pile Cure has demonstrated it.

The Pyramid Pile Cure is not a salve nor ointment, but is in suppository form, which is applied at night, absorbed into the sensitive rectal membrane and acts both as a local and constitutional treatment, and in cases of many years' standing has made thousands of permanent cures.

Many pile sufferers who have undergone surgical operations without relief or cure have been surprised by results from a few weeks' treatment with the Pyramid suppository.

The relief from pain is so immediate that patients sometimes imagine that the Pyramid contains opiates or cocaine, but such is not the case, it is guaranteed absolutely free from any injurious drug.

The cure is the result of the healing oils and astringent properties of the remedy, which cause the little tumors and congested blood vessels to contract and a natural circulation is established.

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WE believe that a school official will perform his duties more intelligently by knowing what is done in other towns and cities.

WE believe that a superintendent or principal who does not keep posted concerning the movements in the great centers, like New York, Chicago, Boston, and Philadelphia, is fitting himself to be retired.

WE believe that a principal of a school (or class teacher) who does not make a study of education, but relies on politics to help him forward, has not the spirit of the true educator, and cannot be a real educator of children.

WE believe that teachers who neglect to read an educational journal and thus imbue their minds with opinions, thoughts, suggestions, and ideas concerning their work are making themselves into mere reciting posts. Such teachers usually fill their minds each morning with the twaddle in the daily papers, or the froth of the magazines; both of which unfit them to make any deep or permanent impression on their pupils' minds, the edge of their own being destroyed as by an acid.

WE believe that, as the principal of a most successful private school said: "The teacher I want must be baptized in ideas concerning the ways and means of progress in the intellectual and moral life of children. If he reads an educational paper I consider it a good sign."

WE believe that a man who is in education ought to be *of* it also; that is, if he is drawing pay he ought to give himself to his work; he ought to identify himself with his work.

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